

**POLISH**

**I. ATTITUDES**

**A. Education**

**1. Secular**

**a. Elementary, Higher (High  
School and College)**

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Dziennik Zjednoczenia, March 3, 1928.



POLISH

## POLISH CULTURE AT UNIVERSITY OF CHICAGO

This is the last and most important notice announcing the Polish Night on the University of Chicago Campus, at Mandel Hall, which will take place this evening at 7:30 P.M. The hall is decorated for the occasion with Polish flags and the stage is set to represent a typical Polish rural scene. Many Polish artists of prominence are to appear as honorary guests.

The object of this occasion is to acquaint those who are not of Polish birth or descent, with the customs, traditions, and the cultural development of the country. The guests of honor, this evening, will be the members of the International Club. All other students pay a small admittance charge of 50¢, and strangers, \$1.00. The entire proceeds of this night will be given to the Kosciuszko Foundation. This social gathering also offers the opportunity to meet many members of the faculty who are greatly interested in this event and have promised to be there. You, the Polish element in Chicago, are expected to attend in large numbers to inaugurate the first Polish - Night at the University of Chicago.



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The Polish women in Chicago who possess national costumes are kindly requested to appear; this will give our guests an opportunity to familiarize themselves with these beautiful fashions. The best way to reach Mandel Hall: Use the Jackson Park Elevated Railroad to University Ave., then walk a short distance to 57th street. Let us support this affair en masse.

Polish Academic Circle.



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Dziennik Zjednoczenia, Mar. 3, 1928.

POLISH UNIVERSITY NIGHT

The Poles and their customs are strange to the average American. But deep in the background lurks a story that many an American would eagerly hear. The story is as quaint as folklore, vibrant with national pride, and colorful as the dance of the Poles. These Polish dances, whimsical affairs of gaiety, the pleasant Mazurka, the delightful Oberek and the rythmic Krakowiak, reveal the surging and spontaneous joy that is the heritage of every Pole. And in time of trouble, when the clouds on the horizon appeared black and ominous, when enemies everywhere threatened Poland, they sought the consolation of God, in whom they have implicit faith, and the courage of their leaders, who they believed were Heaven's gift.

The story of a nation is its culture; this story of a nation practically unknown to the average American, will be presented by the Polish group in the International Students Club tonight at 7 P.M. in the Leon Mandel Hall, at the University of Chicago. A group program has been arranged so that the

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American public may have a concise view of Polish culture and tradition.  
The proceeds of this night will go toward the fund of the Living Memorial or the  
Kosciuszko foundation.



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Dziennik Zjednoczenia, July 23, 1927.

ATTENTION HIGH SCHOOL STUDENTS

Anthony Czarnecki, collector of customs, will be the principal speaker at a mass meeting of high school students and graduates and their parents tomorrow afternoon at the Polish Union Hall, Milwaukee Ave., and Augusta St. The meeting will begin at 2:30 P.M. The Polish University Club has called this rally to induce young men and women of Polish descent to attend a college or a university.

Miss Emily Napieralski, president of Polish Welfare-Assn. Stanislaus Godzih, general secretary of the Polish Roman Catholic Union, Mr. Thomas Pawlowski, president of the Polish University club will also speak. Important announcements as to scholarships, loans, and other student aids will be made. Members of the club who are studying at institutions of higher learning will be in attendance at the meeting to inform guests about their schools. They will also assist students in arranging courses, and give other valuable advice.

Marion Rozycki Jr. and his merry Illinoisans will enliven the program with dance and classical music, and college songs including Polish numbers. The Polish University Club is a young organization, which started with less than twenty members in January of 1927, its roster now has more than 115 names. The membership consists of students and graduates of colleges, professional schools and universities as well as professional men.

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WPA (ILL) PROJ. 30275

Dziennik Zjednoczenia, Vol. XXVI, No. 52, March 3, 1922.

### AMERICAN SCHOOLS (Editorial)

We investigated attentively the deliberations in Chicago of American pedagogues. We have studied thoroughly their decrees expressed in resolutions, and we became convinced that the pedagogues over here, with few exceptions, belong in a class with people who are thoughtless and who have a very narrow outlook on the world and community life.

We will not dwell on the individual opinions of the members of the assembly about the pedagogical body from almost every state of the large American Union, because this would take up too much space in our newspaper, and too much time, but we will limit ourselves only to a few fundamental points of the resolution of the assembly.

Above all, the argument that the federal government ought to expend large sums from its income upon the schools, but should have no control



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over them, because this is supposed to be contrary to "sound political and educational principles," seems ridiculous and very narrow to us.

The resolution of this assembly of pedagogues says that the state and not the Union, should constitute the school unit for school assessments and supervision over schools in regard to equalizing the minimum requirements of the school level in the whole state.

Herein lies the particular reason for the low level of the American schools. Through the breaking away of schools from the control of federal authorities; through the lack of a federal department of education, for all states, rises a chaos in the general American. This education arises because schools are being used universally for low political purposes, and because at the head of schools stand persons with low pedagogical qualifications. There are persons becoming supervisors of schools who are not pedagogues, but ward politicians. In every state, and even in the cities there are different school requirements. The teachers are badly rewarded and very often too low qualifications are demanded from them.

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All of this, taken together, lowers the moral level of the entire American nation. It kills youth in the school, the love of beautiful ideals and, with every year, it increases the number of bandits and criminals of all kinds. If the highest control of the American schools would not belong to the ward and state politicians, but to the federal government, there would not be any such scandalous cases as one which happened, for example, in Chicago, where a judge sentenced the whole school board to jail. The governor pardoned it, and another judge abolished the edict of the governor.

If the federal government had control over the schools, it would institute an equal censorship in all the schools of all the states; it would remove party and ward politics from the schools and bring them up to the level of European schools. To this day, Europe does not recognize American school diplomas, and what is worse, they are not recognized individually even by the American states, because a school diploma from one state has not the proper value in another.

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For example, a physician who received his diploma in a college or university in Illinois has to take another examination if he wants to start a professional practice in the state of Michigan.

The deliberating pedagogues in Chicago, who have broadly dwelt upon the theme of school reform, have given an accurate examination of their thoughtless and narrow outlook on the national education.

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Dziennik Chicagoski, Dec. 15, 1921.

### SOCIETY AT HOLY TRINITY PARISH FOSTERS EDUCATION

Every Pole in the city of Chicago ought to belong to the Society of Educational Assistance. There is no discrimination as to age. Both young and old are welcomed. The aim of this society is to give assistance to those deserving students who are unable to continue their education because of lack of funds. If there is a lack of something among the Polish people in America, it is sufficient high school and college training. Little do they realize that training in secondary schools and universities will not only bring them moral and material gain but recognition among other nationalities.

Let us all take an active part in this organization by signing up today. In this respect, we will, at least, be able to play a part in assisting our youth to obtain higher educational training.

Every Polish individual and organization can belong to the Society of Educational Assistance. The entrance fee to this organization is one dollar. This fee





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Dziennik Chicagoski, Dec. 15, 1921.

also applies to the one dollar annual dues. Those that wish to pay more are requested to do so. The next meeting of this society will be Monday, Dec. 18, at 7:30 P.M. The meeting will be held in the old school building of the Holy Trinity parish.

Those who wish to become members of this organization but cannot attend the meeting may do so by sending their dollars to the secretary of the society, or by going in person to the headquarters on Thursdays and Saturdays any time before 9:00 P. M.

No better Christmas gift could be given to some of our Polish youth than a membership in this organization.

W. Perlowski, president pro tempore; Albert J. Danisch, secretary pro tempore; 1025 Milwaukee Avenue.



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Dziennik Chicagoski, Dec. 14, 1921.

THE NEED FOR CONTINUATION SCHOOLS

Under the initiative of Edwin G. Cooley, principal of Continuation Schools, a group of prominent Polish leaders attended a special meeting on December 9. Those who attended the session at the bureau of Public Schools were as follows: Mmes M. Smetanka, Magdalene Milewska, Leokadja Zielinska, W. Kuflewska, L. Kadow, Irene Koralewska, P. Dyniewicz, Agnes Klawitter, H. Mazurkiewicz, P. Zdanowska, Bertha Fritsch, Mary Paczynska, K. S. Obarska, M. Sadowska, A. Podbielska, W. Chodzinska, Pearl Stranc, and Attorney F. P. Danisch.

The purpose of this meeting was to set up plans for the proper care of children between the ages of fourteen and sixteen who are employed. This action has been taken because the new State law provides that children between the ages mentioned must attend an eight hour school session once a week in public schools.

In the Continuation Schools now operating in Chicago over forty per cent of

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They also believe that the present number of Continuation Schools--three in number--is not sufficient to handle all the children that are employed, therefore, they urge the building of new schools to accommodate the increasing number of children that are being employed in industry.

After a number of meetings arranged by the outstanding Polish people, it was decided to form a group. This was agreed upon. The Citizens Continuation School Committee was its outcome. Its aims are: to take interest in the present schools that offer training to children employed in industry between the ages of fourteen and sixteen, and to urge the building of such schools

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throughout the State of Illinois in order that they may meet the ever-increasing number of children. These schools will in no way conflict with the parochial schools, for they will be primarily concerned with the employed children of the city.

It was agreed to contact all clubs and groups of every nationality in the city to support this movement, after all it concerns every nationality in the city of Chicago.

When this Society was organized, Mrs. Mary Smietanka was elected chairman, and F. P. Danisch was chosen secretary. Ames Hedwig Smulska, president; P. Dyniewicz, secretary; A. Chodzinska, A. S. Obarska, M. Paczynska, M. Milewska, and L. Kadow, became members of the organizing committee.

A general meeting will be held January 4, 1922 at 2 P. M. The organizing committee will convene on December 29 at the home of Mrs. Smulska. This meeting will be held during the afternoon.





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WPA (ILL.) PROJ. 30275

Narod Polski, July 27, 1921.

### COSTLY EDUCATION IN THE UNITED STATES

Many people think that in spite of the very low pay received by our school teachers, and of the poor equipment in our schools, the upkeep of our elementary and secondary schools, and colleges is our greatest burden. Even people who are well informed share these false convictions. Not so long ago, a prominent university professor made the statement that the maintainance of State Universities will bankrupt some of the States. In the meantime what do the facts tell? What are school expenses in comparison with other items either public or private?

In the year of 1918, the United States spent \$762,259,154.00 for elementary and high schools; \$20,414,689.00 for normal schools; for high schools, colleges, universities, technical schools and other institutions of learning public and private, \$137,055,415.00. Altogether the United States, spent \$919,729,258 for educational purposes in the year of 1918. In the last 50 years, that is from 1870 to 1920, expenses for all schools in the United States, public and private, amounted to \$14,552,796,037, or more than fourteen and a half billion dollars. In the years preceding 1870, the cost did not exceed two billion dollars. For normal schools, the expenditure was \$3,000,000.00 and a maximum of \$150,000,000 for higher education. The total sum spent, in the United States to the year 1920, for educational purposes amounted to \$16,645,000,000 or seventeen billion in round figures.

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This sum covers completely the expenses for all schools, in the United States and includes buildings, lighting, heating, repairing, salaries of professors and teachers and the like. In the year of 1918, expenses for educational purposes, amounted to less than a \$1,000,000,000. Statistics for the year of 1920 show that the sum of \$22,700,000,000 was spent for luxuries, which was 22 times more than that spent for education in the year of 1918, and six billion dollars more than for education during our whole history.

Let us bring out some of these figures and compare them with those spent for education: The sum spent for jewelry is \$600,000,000, or \$100,000,000 more than all salaries paid to elementary and high school teachers in that year; it also exceeds all private funds and donations in 1918 for the upkeep of colleges and universities. For cigarettes alone we spent \$800,000,000; almost as much as for public and private schooling. In the year of 1920, \$1,310,000,000 went up in smoke for tobacco of all kinds, this was \$3,000,000 more than the expenditures for all schools, in 1918; and five times more than the salaries of all professors and teachers for the year of 1918. If all users of tobacco would come to an agreement and instead of three cigars or cigarettes, would smoke only two, and set aside all the money saved in that way, for one year, and donate this amount to schools, salaries of professors and teachers would be increase to 120%

The upkeep of our schools should not be a burden, because we spend much more for luxuries.

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Polonia, Vol. XIV, No. 21, May 26, 1921

### THE LITERARY TEST IN IMMIGRATION LAW



The average social worker in this country has always insisted that the "foreigner" learn the American language. Methods verging upon enforcement of the daily use of the language by the "foreign element" have failed completely for obvious reasons. Some workers will have it, that only he who speaks English in this country is a good American. The immigration law provides for a literary test and well might this test be considered foolish, since many a European criminal was granted admission into this country on the strength of his being able to read and write very fluently, while the honest and efficient immigrant was denied admission because of his lack of such knowledge. Poverty and persecution prohibited (prevented) the honest and efficient immigrant from attending school even in his own country. He lived in hope that the new land would offer him opportunity, but his hopes were shattered and all noble ambition lost by an unreasonable literary test. A thorough understanding of the commandments of the Supreme Being, and the precepts of nature, should make up for the literary test. The illiterate immigrant practices the law of God and the precepts of nature while the literate European criminal practices forgery and makes the poor illiterate immigrant his prey. Which would you rather have in this country, the peace-loving, honest and ambitious but illiterate, immigrant or the literate European criminal?

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WPA (ILL.) PROJ. 30275

Polonia, Vol. XIII, No. 35, Aug. 25, 1919

### LET US GIVE OUR CHILDREN A HIGHER EDUCATION

In a few days the schools will open. Our youth of both sexes, refreshed by the rest during their summer vacation, will fill our institutions of learning and science in order to continue their studies and absorb as much knowledge as possible so necessary for their lives.

Many parents do not endeavor or care to send their children to high school. Our newcomers have been also infected with "gold fever," or the love for the dollar. Being shortsighted, they do not look into the future of their children; neither do they estimate the harm done to their offspring by sending them to work prematurely. They waste their talents and abilities. They do not realize that hard physical work is injurious to their young bodies, ruining their strength.

Poles have such a small number of men occupying high positions, although our immigration dates back more than fifty years and our number is quite



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Polonia, Vol. XIII, No. 35, Aug. 28, 1919

large. In comparison to the Jewish immigration that is later and smaller than ours in the United States, how does our immigration stand in a higher education? Let us be frank and admit that it is very poor.

Whoever happened to attend a graduation at a high school or any other institution of higher learning in a large city where the population is mixed or whoever read a graduation list from such locality must have noticed how small and insignificant was the number of Polish graduates from high schools alone, and how much smaller must be the number of graduates from still higher institutions, such as colleges and universities, recruited from Polish immigration.

Mothers and fathers! Fulfill your great, important and sacred duty giving our Polish generation a higher education. You know how much hardship and humiliation you had to suffer, working hard for the support of your families, with and among other races. Save your children from that.

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Learning and knowledge is what your children need; what they will have learned "neither water shall take away nor fire shall burn," is the old saying. The young generation of Polish immigration should get as much education as possible, receiving laurels in the fields of learning, art and science. Its spirit, strengthened by our regained political freedom, should soar to great heights. Our generation should become famous and, due to its work and learning, should receive a proper place in a nation composed of all nationalities.

We should always remember that through education we gained our freedom, but to keep that freedom and place the Polish nation at the height of glory and power, it is necessary to continue that education and spread it wider and wider, educating and enlightening larger and larger masses. Then we shall gain the proper recognition from other nations now looking down on us.

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POLISH

Dziennik Zwiazkowy, Mar. 28, 1918.

POLISH AND OTHER SLAVIC DELEGATES  
ATTEND SCHOOL BOARD MEETING

Delegates of various Slavic nations, including Polish, were present at yesterday's meeting of the School Board held in the Tribune Building. The question raised by Anton Czarnecki, of whether or not the name of the Bismarck School should be changed, was discussed.

Czarnecki, a member of the School Board, was the first to speak on the subject of why the name "Bismarck" should be changed to something more appropriate. He said that it was not right for a public school in America to be named after the "Iron Chancellor," since Bismarck was responsible for the present war; he was an exponent of the Prussian militarism against which the United States is now fighting.

Others to speak against the name were: Miss Emily Napieralski, secretary general of the Polish Women's Alliance; Mrs. M. Sakowski, a director of the

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Dziennik Zwiazkowy, Mar. 28, 1918.

Women's Division of the Polish National Alliance; N. Geringer, publisher of the Bohemian newspaper Svornost; and J. R. Pallendech, editor of the Serbian paper. Czarnecki then spoke again, demanding that Superintendent of Schools Shoop express his opinion on the subject. The superintendent seemed not to have heard these words, for he left the room. When he returned, he pointed out that the name "Bismarck" was originally given without asking his advice, and so he was being unnecessarily involved in this argument. Thus the superintendent's reply was evasive, while the "solid six" of the School Board decided that the matter had not been discussed enough during the past year. On a motion by the chairman, Edwin S. Davis, further discussion was postponed until the next meeting. It should be added here, however, that Superintendent Shoop admitted that the name "Bismarck" is not at all proper for a school here.

Among the delegates present at the meeting, besides those mentioned above, were: Casimir Zychlinski, president of the Polish National Alliance;

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F. Szczerbowski, city editor of Dziennik Zwiazkowy; Stanislaus Pitera, representing the Polish Roman Catholic Union; Thomas Lasecki, city editor of Dziennik Chicagoski; J. F. Smetanka, representing the Bohemian National Alliance; Dr. Anton Biankini, representing the Croatian societies; Charles Krasny, representing the Bohemian Falcons; Joseph Niemiec, and Stephen Ratkowicz.

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POLISH

Dziennik Zwiazkowy, June 29, 1917.

MOTHERS: ENROLL YOUR DAUGHTERS IN  
HIGH SCHOOLS AND UNIVERSITIES

(Women's Page Editorial)

The percentage of Polish women who complete courses of study in the higher educational institutions is fearfully small. For every hundred girl students in the high schools, there is an average of barely one Polish girl; there are classes, and even whole schools, without a single Polish girl enrolled. At the University of Chicago, for example, there are only two Polish young women among the students: Miss Esther Kaczorowski, nearing the completion of her studies, and Miss Jean Leszczynski, a freshman. At the Chicago Medical School, Miss Harriet Narbut completed her course this year; at Northwestern, Miss Jablowski. The Narbut family in general deserves particular recognition, because it serves as an admirable example of how, in view of the present difficult struggle for existence, one's children can be educated and prepared for high positions, providing there is a little

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Dziennik Zwiazkowy, June 29, 1917.

good will. Having four daughters, they spared no efforts to give each a proper education. The eldest, Miss Alexandra Narbut, has been a teacher in the public schools for several years, and has aided her younger sisters to obtain positions in life similar to hers. Miss Harriet, mentioned above, has just become a doctor of medicine, and of the two youngest, who have just finished high school, Helen will go to normal school and become a teacher, while Sophia, a talented dancer, will enroll in a school of dancing. I take this occasion to express my sincere acknowledgment to Mr. and Mrs. Narbut and Miss Alexandra for such truly cultural tendencies. If every Polish family understood its duties to the younger generation in the same way, we would now be occupying a high position in the city of Chicago.

In the meantime, according to the school records, the number of Polish girls in the high schools of Chicago is at most from ten to fifteen [sic]. And if we take into consideration the fact that we have Polish elementary schools attended by from one to four thousand children, it can well be asked: What is the cause of this indifference of parents to the future of their children

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when, from such a large number of pupils, barely a few go on to higher schools? After all, it is well known that there is a great need for women doctors and chemists, as well as school teachers, and that there will necessarily be an increase in this need when the war is over.

It seems to me that the fault lies chiefly with the women editors and journalists who did not know how properly to encourage and educate mothers, so that they would not begrudge money for the education of their daughters. Tuition fees in the Chicago schools are practically nonexistent, with the exception of the universities. Even books are given without charge if one tries to arrange it so. But even so, what do these small costs, as well as the loss of the wage the child would earn, signify in view of the fact that a qualified teacher or chemist earns from seventy-five to a hundred dollars per month in her first year? Let the coming school year find our mothers prepared and enlightened in this respect; let them know that the public schools, or even the high schools, do not give the youth a chance to secure higher or specialized positions. If the future of one's daughter is to be secured, she

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must be permitted to finish high school and then be sent to business college or normal school, and so on. This is the time to consider the matter thoroughly. I am of the opinion that a committee of women should be formed to take this matter energetically in hand during the vacation months, so that, next term, hundreds instead of tens of girls will be enrolled in the higher institutions of learning. This committee could include Miss Alexandra Narbut, and such other persons as desire to work for a good cause --the future of Polish women. "The future of the Polish nation lies in the woman," said Mme. M. Dulebianka.

The editor of the Women's Section in the Alliance papers will gladly supply all desired information on this subject personally during her office hours, from 2 to 4 P. M., and by mail.

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Dziennik Zwiazkowy, Apr. 25, 1917.

### AWAY WITH THE KAISER'S SPELLING BOOK

The spelling book used by the Chicago Public Schools would not be so bad if page 154, where the Kaiser is praised, were torn out of it.

This page is a thorn in the side of all patriotic Americans. How could it be otherwise? A man who bears the indelible mark of a professional leader of criminals should not be represented in textbooks as a person "clinging to everything that is clean, brave, and good--a person of outstanding, upright character," etc.

Today a broom is needed to sweep out of the public schools not only this notorious spelling book with its page 154, but also those who have introduced it into the schools and who are trying to keep it there.

Parenthetically speaking, it will do no harm to mention that in 1914, 140,000 copies of this book were printed and sent to all the schools for the purpose of spreading education. Fallacies and criminal lies appear on 140,000 pages.

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Dziennik Zwiazkowy, Apr. 25, 1917.

Polish children, if you have one of these spelling books at home, tear off at once the page where the Kaiser is described and send it to the Board of Education, stating that you do not want this moral poison to be fed you in the schools.

Away with the Kaiser's spelling book!

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POLISH

Dziennik Zwiaskowy, Feb. 11, 1915.

## SILVER ANNIVERSARY OF ST. STANISLAUS KOSTKA COLLEGE

A solemn festivity was held on February 10, 1915. The St. Stanislaus Kostka College celebrated the twenty-fifth year of its existence. The event will, undoubtedly, remain a pleasant memory to all the participants in the celebration and to the alumni of the school.

The jubilee festivities commenced with a Mass in St. Stanislaus Kostka's Church. The Right Reverend Archbishop J. Weber, officiated at the High Mass, assisted by the Reverend Fathers John Sobieszczyk, Alexander Knitter, William Kasprzycki, A. P. Bocian, and John Drzewiecki.

The espalier was formed by students of the College. Among the other distinguished Church dignitaries the following were noted: The Right Reverend Archbishop James E. Quigley, the Right Reverend Bishop P. Rhode, the Right Reverend Archbishop Messmer, and the Right Reverend Bishop Edward Kozlowski. The clergyman last mentioned delivered a sermon appropriate to the occasion.

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Dziennik Zwiaskowy, Feb. 11, 1915.

In the evening, at 7:30 P.M., a banquet was given, organized through the efforts of the alumni association of the College. Among the prominent guests were the following: the Honorable Carter Harrison, Mayor of Chicago, the Right Reverend Bishop Muldoon, the Right Reverend Bishop P. Rhode, Judge Edmund Jarecki, Dr. Adam Sz wajkart, and Dr. S. R. Pietrowicz. Judge E. Jarecki served as master of ceremonies.

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Dziennik Zwiazkowy, Nov. 30, 1914.

POLISH NATIONAL ALLIANCE SCHOOL INCORPORATED

November 16, 1914, at 10 A. M., Judge Prather, presiding over the county court of Crawford County, at Meadville, Pennsylvania, signed the charter by which the Alliance school became a lawful corporation under the name of the Polish National Alliance College.

An attempt to incorporate on the strength of the law granting the privilege of issuing college degrees was made by the previous board of directors of the Alliance, but it proved unsuccessful. The board of education, following the advice of Dr. Nathan Schaefer, Superintendent of Public Education for the state of Pennsylvania, decided this time to try to incorporate the school on the basis of the law of 1874. It finally succeeded and was granted permission to obtain a charter.

The present board of education on coming into office undertook a very difficult task; the mistakes of the outgoing board had antagonized the majority



Dziennik Zwiazkowy, Nov. 30, 1914.

of the Alliance members toward the school board. They must continue to battle with a whole series of obstacles in order to correct these mistakes, push school matters forward in the right direction, and regain the confidence of the disappointed members of the Alliance. One matter to be dealt with was that of the school charter.

Before the opening of the school in 1912, the previously appointed school board engaged the law firm of Piekarski and Sypniewski of Pittsburgh to obtain the school charter. This firm undertook to obtain a charter for the college which would grant it the right to confer college degrees, on condition that the Alliance school would conform to the law--that is, would engage an adequate faculty, would accept the prescribed curriculum, would assure itself of a steady income, and would secure appropriate students.

This firm had set the price for obtaining such a charter at three thousand dollars. Nevertheless in May of 1912 at the convention of the school commission



Dziennik Zwiazkowy, Nov. 30, 1914.

protested against entering into an agreement with said law firm asserting that such a charter could be obtained for two hundred dollars, or at most several hundred dollars. On the recommendation of this commission and with the consent of the former administrative board, a contract with Attorney T. Butkiewicz of Wilkes-Barre, Pennsylvania, was signed on June 27, 1912, by which he undertook to obtain a charter for the school for one thousand dollars. This matter was pending when the school was opened in September of 1912. It was found that there were no students for college courses. On the contrary, those who had enrolled were scarcely prepared to enter the first year high school classes--many were not even adequately prepared for these. Therefore it was necessary to open grammar and high school classes instead of college classes.

When the Pennsylvania Board of Education sent an investigating committee to the Alliance school, this committee observed at once that there could be no thought of a college here at present and that this school could at this time be only a high school. This committee praised the organizational work of the



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school and expressed the opinion that it was excellent.

Since there could be no thought of a college at the moment, because students adequately prepared for college courses had not enrolled, the College and University Board at Harrisburg (capitol of Pennsylvania) announced its opinion, based on the report of this committee, that an application for a college charter should not be submitted until college courses were actually being conducted at the Alliance school.

The matter of the charter has become important at the present time only in that the law of the state of Pennsylvania does not permit any corporation which has not obtained a charter from the state of Pennsylvania to possess real estate within this state.

Since the Polish National Alliance has a charter from the state of Illinois, and only a license--that is, permission to conduct its affairs in this state--



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from the state of Pennsylvania, it was revealed during the purchase of Vanadium  
[Translator's note: the name of the estate which was purchased for the school]  
that the title to the estate could temporarily be entered in the name of a  
trustee until the time when the school corporation obtains a Pennsylvania char-  
ter.

The central board of directors of the Polish National Alliance elected as trustee its former president, Mr. M. B. Steczynski, who is the present administrator of the Alliance school. Mr. Steczynski; on his part, by submitting the declaration usual in such cases, surrendered all his claims to ownership of the school estate in favor of the Polish National Alliance.

The present school board at its meeting in April of the present year [1914] altered its contract with Attorney Thomas Butkiewicz in such a way that he was paid five hundred dollars for his previous work, authorized by the former school authorities, and was engaged to take the necessary steps to obtain the





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ordinary incorporation of the Alliance school at a fee of two hundred dollars, payable on receipt of the charter.

The incorporation as a college was successfully accomplished and the school property will be transferred within the next few days to the school corporation, under the name of the Polish National Alliance College.

The charter states that all of the members of the Polish National Alliance are the owners of the school and that the school commission represents them and has the authority to elect the board of trustees. The school commission is to be composed of the entire advisory board and the entire central board of directors of the Polish National Alliance.

The board of trustees is to be composed of nine members, of whom one third will be elected after each convention of the Polish National Alliance--that is, after



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each Alliance convention three will be elected for a term of six years.

With this system there will be a certain continuity of control over the Alliance school, which is a necessity since all abrupt changes in school boards have a very bad effect on the schools.

The charter recognizes the present school board as the first board of trustees elected by the present school commission of the Polish National Alliance.

For the press committee of  
board of education of the  
Polish National Alliance  
R. S. Abczynski, Secretary



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POLISH

Dziennik Zwiazkowy, Dec. 7, 1911.

### MORALITY



The most intelligent element in Polish women's circles have begun agitation and propaganda in order to clean up immorality among the Poles in Chicago. As a result of this action, a petition was sent to Miss Young, superintendent of schools, asking her to include the teaching of morality in the school curriculum. Teachers and representatives of educational institutions are complaining more and more about this deficiency in the curriculum.

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Dziennik Zwiazkowy, Dec. 6, 1911.

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BUILDING FOR POLISH COLLEGE WILL BE PURCHASED

Contract to Be Signed Today at Cambridge Springs, Pennsylvania.

Dziennik Zwiazkowy received a telegram today from Mr. M. B. Steczynski, chairman of the Board of Directors of the Polish National Alliance, bearing the good news for all the members of the Alliance that at the special convention of the Advisory Board, the Board of Directors, and the School Commission, held in Cambridge Springs, Pennsylvania, it was voted to purchase a splendid building known as the Vanadium Hotel, which is appropriate for the Alliance's College as well as for a Home for the Aged and Crippled.

After having inspected the property, the members attending the convention threw aside all prejudices and unanimously voted to purchase the building, together with its two-hundred-acre grounds. The contract of purchase is to be signed today.

Representatives of the Polish press present at the convention voted to support the school zealously and, to make a beginning themselves, voted \$1,500 for

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IV scholarships for the first six poor students who will attend the Alliance's College. Other matters which are to be settled at this convention will be taken up today.

This is an epochal fact in the life of our national organization; it will gladden the heart of every true member of the Alliance.

Details will be given in the following issues of Dziennik Zwiazkowy and the weekly Zgoda.

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POLISH

Dziennik Zwiazkowy, Aug. 30, 1911.

SEND YOUR CHILDREN TO SCHOOL

The time for opening the schools is rapidly approaching. In a few days they will be wide open to youth desiring learning. It is the proper time to prepare children for school, no time should be lost.

It is **high** time for us Poles to think seriously about our children's education.

Many parents think that a grammar school education is good enough for a child fourteen years old, and that it is old enough to go to work at that age. Unfortunately, many fathers think that an elementary education is sufficient for their children, because that is all the education they, the fathers themselves, ever had.

Besides, the father is not going to support his children all his life.

Listen, honorable father! Would you not be grateful to your parents if they





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Dziennik Zwiazkowy, Aug. 30, 1911.

had helped you to get a good education, a profession or a trade? Would you not bless them today for such generosity, for their endeavor to secure for you a better future? Today you are a common workingman selling your energy and health for a very small compensation, because you have no qualification that would entitle you to a better position. You are qualified to handle only a pick, a shovel, or a hammer. As long as you are healthy and fit to work you are good, but as soon as you lack these qualifications you are considered inefficient and will be replaced by another workingman; and you will not be asked whether your future is assured or not.

Your parents, honorable father, would have equipped you with a better education, had they been in better financial circumstances. They did not provide you with a good education, profession or trade because they could not afford it.

You, honorable father, live now in America and conditions here are much better. If you care to give your children a better education than you





Dziennik Zwiazkowy, Aug. 30, 1911.

have received yourself, you can do so. High school is absolutely free. The school books are supplied, if the parents are poor.

All that is necessary is good will and a little sacrifice.

Let us take, for instance, the Jews. Every Jew, even a very poor one, tries by all means to educate his children. High schools, colleges and other institutions of higher learning are filled with Jews, and this is the reason why they have such strong influence in this country.

Let us look around and compare our positions with that of the Jews. What high positions do we occupy? Where is our commerce? There are more Poles in America than Jews; but what have we accomplished? One may say that we could not accomplish anything, because when we came to this country we were poor. This is quite true, but the Jews were also poor when they arrived.

Only one generation was necessary for Jews in America to create an intelligent class. The Poles had the same chance, but we did not take advantage of it.

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Dziennik Zwiazkowy, Aug. 30, 1911.

Let us awake and avail ourselves of an opportunity which is rightfully ours.

Let us send our children to school, and make good, intelligent citizens out of them, then we shall benefit greatly not only our generation, but also the whole Polish nation.

The schools will open soon. Whoever has a child, a graduate of grammar school, should send it to a high school. Do not delay, this is the proper time.

We should give our children a good education, as high as possible. We should use all possible means, even deny ourselves, for the good of our future, our young generation, our nation. Anything you do for your children will benefit you also. Your children will appreciate it and will be grateful to you. Your old age will be pleasant, not bitter. The whole nation will be grateful to you, for you will help to build the nation. To school! All who can do so should go to school.

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POLISH

Dziennik Zwiazkowy, Oct. 8, 1910.

[EVENING SCHOOLS]

(Editorial)

The evening schools in Chicago will begin on Monday, October 10. Our fellow Poles should benefit from this opportunity. This pertains not only to the younger set, who should strive to complete their studies, but to the elders, as well, who wish to become adept in the use of the English language, which is so necessary in this country. We find from the reports issued by Mr. Roberts, Assistant Superintendent of Public Instruction in Chicago, that the increase of students in evening schools will be unusual this year; thus far 6,153 have enrolled, and it is anticipated that approximately 20,000 people will take courses in the evening schools. The greatest number of students have enrolled in Lane Technical High School, where 950 have applied for courses in manual arts.

These schools will be opened for four days a week instead of five as has



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been the practice heretofore. Evidently either lack of funds or the desire to economize plays a role here. Rumors have it that an evening school is to be opened at Holy Trinity Parish, where courses in the English language are to be given. The teachers here will be young Poles. Polish teachers will also be assigned to public schools where an adequate number of Poles desire to take courses. This depends upon our people themselves. The only thing necessary is good will on our part; the portals are open to those desiring knowledge.



Narod Polski, Vol. XIV, No. 40, Oct. 5, 1910

LET US UNITE THE BEAUTIFUL WITH  
THE PRACTICAL

The school is an institution about which we can write and discuss continually. It constitutes a never exhausted subject for pedagogues, psychologists, medics, historians and critics, because it is the main source and foundation of our national life.

As is the school, so is the nation; or the nation is just like its school - that is - the eyes of all of us are turned towards it and it constitutes a subject of general interest.

It is not our intention to make a long description of our parochial or public schools, but we wish to call your attention to a certain school problem about which we also should start to think.

In our numerous settlements we have magnificent school buildings in which, besides the elementary education, trades can also be taught,



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Narod Polski, Oct. 5, 1910

as it is in France, Germany, Switzerland, Sweden and America. Those schools are considered a very important factor in the physical and mental development, and constitute means to livelihood.

Trade schools develop energy in the highest degree; they educate the aesthetic sense, teach systematic work, the value of time, and inspire ambition.

Our youth leave school too soon and start working too early in factories, doing the lowest kind of work and receiving very little for their work, with no chance for advancement.

If our schools in large cities would teach trades, our young men would be able to secure positions as foremen, which is very important today in America. The foremen hire and discharge men in factories; they keep those whom they like and make it easier for them. Many of them, as you know, discriminate against Polish workers. They tease and annoy our workers.

Naród Polski, Oct. 8, 1910

A young man who has experience in any trade has a better chance and is not obliged to be a slave of any foreman. As a proof, we submit the following case:

A certain young Polish mechanic, well acquainted with American mechanical technique, applied for a position to the owner of the factory, from whom he secured an order for a position. The foreman of the shop gave him a suspicious look, took the slip of paper from him and sent him to the corner. The young man, very much humiliated, rolled up his sleeves and started to work, disregarding humiliation. After a few days, a foreman, seeing that the young man did not pay much attention to him, told him to go home. A little while later the owner of the shop happened to be in the shop and asked the foreman about the young man. The foreman, without even thinking, replied that the young man was no good and that he had let him go. The owner did not believe the story told him by the foreman. Returning to the office, he was surprised to see the young man who had been discharged by the foreman.

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After a short conference, the owner took the young man back to the factory and instructed the foreman not to discharge that young man any more. You can imagine how the young man felt. However, this condition did not last very long. Today the young man, who was discharged for being no good, is a foreman in that factory and a first hand of the owner. Right now that firm employs many workers of Polish nationality.

The foregoing story is related here for the purpose of showing that the owners themselves do not discriminate against Polish employees if they distinguish themselves by possessing some ability. At present there is plenty of so-called man power or common laborers, but there is a shortage of so-called skilled labor.

If our schools would teach all kinds of trades and supply factories with skilled workers, we would undoubtedly profit materially and morally.

While it is true that such a school is a very expensive proposition, it is also true that in the end it would pay for itself for the parents,

Narod Polski, Oct. 8, 1910

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and later on pupils themselves would pay for it.

Graduates of such schools are not obliged to look for employment, for the manufacturers themselves will look for them and offer them positions. Perhaps, instead of building more colleges it would be advisable to build more trade schools, especially in large cities. Also those parochial schools which have plenty of space and funds should teach trades.



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Dziennik Zwiazkowy, Oct. 1, 1910.

NOTICE FROM THE COMMITTEE ON EDUCATION OF THE  
POLISH NATIONAL ALLIANCE

The Committee on Education of the Polish National Alliance has decided to give public notice that those endeavoring to obtain stipends (financial aid to needy students) on a non-interest-bearing basis should present their applications not later than November 1, 1910.

The application must be duly filed, written on a proper form, and accompanied by an agreement form. Candidates making applications for such loans should address their intentions to the undersigned. It is also requested that printed programs of the schools attended by the applicants be enclosed at the time of making application.

(Signed) Romuald Piatkowski, Secretary of the Committee on  
Education

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Dziennik Zwiazkowy, Sept. 20, 1910.

### LOCAL NEWS

The following letter was forwarded to the Polish newspaper, Dziennik Zwiazkowy. The framers of this statement were the Polish students attending the State University of Michigan at Ann Arbor, Michigan.

"Attention Students!

"Students intending to participate in higher education should take the various qualities of Michigan University into consideration. The school excels in the departments of law, medicine, dentistry, liberal arts and forestry. The University of Michigan is becoming the center of Polish students in America. There are twenty Poles now attending that institution. The undersigned will gladly give any further information concerning same.

"Professor S. Zwierzchowski, Ann Arbor, Michigan,  
Mr. Arthur Koscinski, Detroit, Michigan,  
Mr. S. Walkowiak, Duluth, Minn."





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Dziennik Zwiazkowy, Sept. 20, 1910.

Additional mention is also made by the Dziennik Zwiazkowy [of the fact] that there are several sons of members of the Polish National Alliance now attending the University of Michigan. These are students receiving financial aid from the Alliance. They make great progress in their studies and leave this university as accomplished people. The educational department of the Polish National Alliance, in disbursing the stipends, favors this university because it is one of the best in the United States. Many Polish students have already completed their courses at this educational institution and are now occupying important civic positions and public offices.



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Dziennik Zwiazkowy, Sept. 19, 1910.

[REGARDING THE NUMBER OF POLISH CHILDREN IN SCHOOL]

(Editorial)

In a recent edition of the Polish newspaper, Dziennik Zwiazkowy, a census of Chicago's school children was made public. According to this list, there were 94,432 Polish children in this city. They occupy third place on the list in proportion to the children of various nationalities. Some may be of the opinion that this is the actual number of children born of Polish parents, and that it is a satisfactory proportion of the 300,000 Poles in Chicago. We are not concerned here in indicating the proportionate percentage of adults to children. The Dziennik Zwiazkowy wishes only to inform those who may be satisfied with these figures that they (figures) are too small.

There are more than 94,432 Polish children of minor age in Chicago. It is necessary to remember that this list referred only to those children who were



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Dziennik Zwiazkowy, Sept. 19, 1910.

born in Europe, or whose parents were born abroad. There are a number of fathers of families here who were born on American soil. Their children were numbered among the American group, which number is placed at 248,102. A considerable number of these American children are of Polish descent, although their parents were born here. In addition to this, if we take the fact into consideration that many Poles--hence their children as well--were listed as either Russians, or Germans, because they originally came from that annexed part of Poland, then the number of our Polish children in Chicago could safely be placed at 125,000.



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Dziennik Zwiazkowy, Sept. 8, 1910.

[EDUCATION: THE NEED OF THE MODERN ERA]

(Editorial)

The members of the Chicago Board of Education report that there has been an increase of fifteen thousand students in the enrollment in higher educational institutions over that of last year. The number of grammar school children has also increased considerably. A marked number of Polish students have enrolled in the secondary schools, although not in the anticipated proportion as might be expected from our people. The increase of Polish pupils in the high schools is greater in every respect than it has been in previous years. This would indicate that our people know the value of education and send their children to the higher institutions of education, that they may develop into people of knowledge so that they may, in the future, occupy higher social positions. The courses in the elementary and secondary institutions, in the parochial as well as in public schools, have already begun. The children, therefore,

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Dziennik Zwiazkowy, Sept. 8, 1910.

should be sent to them that an enlightened generation may develop. This would elevate our people from the ranks of ordinary manual laborers to that of civic and social leaders. Money should serve for the acquisition of education, and education will in turn bring monetary benefits to those who possess knowledge. In the present era, a person deprived of education is likened to one wandering in a dense forest unable to find a path. Let us educate our children, because through education our people will increase our national wealth, social position, and prestige.

Narod Polski, Vol. XIV, No. 18, May 14, 1910

A TALENTED POLISH YOUNG LADY



The youngest woman who ever graduated from the University of Chicago is Miss Helen Zurawski, sister of Dr. Zurawski, who is physician for the Polish National Alliance.

Miss Zurawski graduated at eighteen, and perhaps is the only woman in the world receiving a university degree at the age of eighteen.



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Dziennik Zwiazkowy, Zgoda, Mar. 15, 1910.

## THE CIRCLE OF ERROR

(Editorial)



It would be difficult for any one, even after a brief visit to Chicago to overlook the beautiful and expensive wearing apparel of our women.

Well dressed women are native not only to the aristocratic sections of the city, but can also be seen in offices, stores, restaurants, factories, and everywhere. Not even during the present-day high cost of living, can modern woman do without her silks, woolens, velvets, bird of paradise hats, ostrich feathers, beads and laces. These to her are necessities. In order to satisfy this passion for finery, a woman is willing to sacrifice anything, even her freedom, and that is why our courts today are plagued with divorces.

It is evident that most of our young Polish girls of teen age are also afflicted with this passion for fine clothes. The old saying, "Clothes do not make a person," does not appeal to our women.

We must regretfully admit that our girls are being influenced by and are quickly

Dziennik Zwiazkowy, Zgoda. Mar. 15, 1910.

adopting the habits and customs of the American girls.

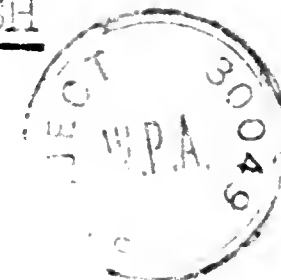
Therefore, it is our duty, as newspapermen, to bring this to the attention of our readers.



The theory that a higher education is not necessary for a girl, is generally an accepted one. Girls, upon completing grammar school, usually apply for work at one of the many tailor shops and department stores.

Most of these girls are really glad to go to work, because as working members of the family they enjoy greater freedom, more privileges, and most important of all, a weekly allowance to buy new dresses, hats, shoes, ice cream, and admission to the shows.

In many cases the mothers are to blame for allowing their daughters to acquire this passion for spending and fine clothes by constantly reminding them of their appearance. Mothers always complain about lack of money whenever anyone suggests a higher education for their daughters, but they won't even utter a whimper when a new dress, hat, or shoes are suggested, saying that they will manage somehow or other.



Dziennik Zwiazkowy, Zgoda, Mar. 15, 1910.

But in a short time the spending exceeds the earnings. The daughter, now accustomed to all of these luxuries, simply demands them. It is too late now. She has no control over her desires, and she must have what she wants irrespective of where it comes from. Many of us are aware of the shameful conditions that exist in many factories and department stores, where the foremen, the floorwalkers, or even the managers, knowing the weaknesses of these girls, take full advantage of them.

This passion for extravagance is leading these girls and women to destruction and will continue to do so until parents insist upon a higher education, through which their children can develop character and self-respect.

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Dziennik Zwiazkowy, Jan. 7, 1910.

WPA 40-1 PRO 307

[POLISH NATIONAL ALLIANCE SCHOOL]

(Editorial)

In support of the proposed Polish National Alliance school of higher education, one of our weekly newspapers, the Gornik, writes as follows:

"We are anticipating that the proposed school of higher education will receive the popular support of all Poles and their organizations, because we believe a school of this nature would better prepare our youth for participation in his activities as well as afford a foundation for his social duties.

"Support, however, outside of the ranks of the Polish National Alliance is lacking. On several occasions it has been clearly stated that this School shall be non-partisan and non-sectarian, free and non-factional, biased by neither politics nor any particular religion. In a School of this kind every

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Dziennik Zwiazkowy, Jan. 7, 1910.

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effort will be made to broaden the education of our youth in the spirit of the Nation, and enlighten them in the rich and lasting traditions of their fathers.

"The Falcon Committee's resources now exceed \$30,000. The greatest portion of this money was obtained through voluntary donations by the members of the Polish National Alliance."

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Narod Polski, Vol. XIII, No. 36, Sept. 8, 1909

### READ BOOKS!

Books are great treasures and golden gleanings.

Wherever they are disseminated, scattered and multiplied, there grows the power of the soul, their strength increases, their talents blossom, their daily and uncommon deeds bring immense benefits.

But all books are not alike; and the influence of a silly, romantic book cannot be figured on the same basis as the influence of an educational book; a book that knows how to ennoble the heart and mould your character beneficially.

The less enlightened the nation, the easier it is for vile people to scatter and implant evil, poor, nonsensical and often baneful books. Hence we encounter not a small number of people in the business of selling books, who are not at all concerned in spreading truth, knowledge and education





Narod Polski, Sept. 8, 1909.

among the people, but only concerned with silly romantic books and inferior illustrations that may catch readers like flies on sticky fly paper, and are to be cheered heartily for the simple method they employ to amass a fortune.

Among other nations where knowledge has already made considerable gain fundamentally, there are published good, useful books, moderate in price because there are printed a hundred thousand copies and they are used up in a short time.

By us Polish editions of a book cannot be so moderate in price because here we print barely two to three thousand copies, and they are very slowly taken up.

One wishes to read, but borrows them. The other wishes to read but only copies given to him free of charge. Another does not want to read at all, and says that he would rather enjoy himself playing billiards or in a bowling alley.



Narod Polski, Sept. 8, 1909

Only here and there you can find one who buys books and brings them home, and in the home one may hear many different excuses.

Nevertheless, it would be much better for us in every respect, if we would interest ourselves in Polish books and learn to love those books more dearly.

Our books would become lower in price and more beautiful if more of them were purchased.

Sorrow fills the heart and shame burns the brain when we look upon the editions of English and German books. What a number of copies they publish annually! What a number they distribute among their own kind! What amount of truth and knowledge they will implant!

And we - - barely a few pamphlets. And we publish very few new works because there are no buyers.



Narod Polski, Sept. 8, 1909

Whiskey, beer, wine, rum and cigars .... for these everyone has money. For books..... it is a pity to spend a few pennies! Undoubtedly, a book is more pleasant and useful than whiskey, wine and rum.

Let us move with desire and enthusiasm to this and that bookstore. Let us begin to buy interesting and lovely books for our children, our wives, our neighbors, our help, our workers... and we will see in a short while that the "crop" from reading books will not be small, and our books will become more and more beautiful and lower in price.

A book is oftentimes a guest , pleasanter than the one who bores us, torments us, and in the end, talks about us and laughs at us. A book is better pleasure than the saloon or bowling alley, because after reading a book there remains always one little granule of learning, a little ray of enlightenment, and from this little granule and little ray of enlightenment there can be grown benefits for the nation and the Fatherland. A book



Narod Polski, Sept. 8, 1909

is a powerful weapon against hostile purposes..... but a book that is not in the bookstore, but in the hands of many thousands.

Fellow-countrymen, buy Polish books!

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Dziennik Zwiazkowy, June 24, 1909.

(Editorial)

Chicago is the third ranking city in the world with the largest Polish population (this includes Chicago and vicinity). In spite of this the outlook of its Poles is very poor. For example, the present school term has just ended. Out of the many public high schools, 1,500 have graduated. From this number a mere 15, - yes, only 15, - Poles have received high school diplomas. In some of the high schools, especially those built in Polish districts for the Polish people, not one Polish student enrolled. Jews, Swedes, Germans, and American-born children were found in abundance on the lists. On the graduating rolls, Bohemian, Russian, and Japanese names are found. The astonishing thing is that not one Polish name finds a place out of every hundred others. What is more surprising is the fact that Chicago has over 300,000 Poles or one-seventh of its entire population. Therefore, every seventh student should be Polish. They should be taking the advantages offered because high schools are the stepping stones to colleges, universities, academies, and technical institutions. Polish youth should prepare itself by gathering laurels in high

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I H school and repeating this performance in the higher institutions of learning. Instead, people from other racial groups are filling these places and taking all the honors. Sad but true, merely one Polish student out of a hundred is trying to push his way ahead.

Hundreds stun their ambitions at hard labor in factories, as their fathers. With great difficulty some manage to accumulate some wealth. Very few ever rise to prominence in America and, accordingly, the Polish masses are shoved about. It is even more sad, for we ourselves are pushing ourselves into a rut and voluntarily falling into it deeper and deeper to such an extent that we are becoming the laughing stock of other races.

Some will say that the Polish people in Chicago and other cities do not go to high school or college because they do not have the wherewithal. This is a fallacy. The elementary public schools, as well as the public high schools, are open to all free of charge. It is only the colleges and universities that a tuition fee is charged. This fee is nominal. A four-year course can be



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I H completed for six hundred dollars. In many one can get it for four hundred dollars.

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Dziennik Zwiazkowy, June 24, 1909.

In Chicago alone we have several thousand Polish families that can well afford to send their young without jeopardizing their financial position. There are less Germans in Chicago, and yet many of their children are found in high schools and colleges. They readily understand the advantages of education. Their salvation lies in specialized training. As the years increase, their numbers increase in these higher educational centers. They adapt themselves more easily to the outside world, find better positions, gain wealth more rapidly, and become outstanding in the United States.

Among us the shroud of ignorance is not lifting despite the glaring examples that confront our eyes. We have been caught in the quagmires of darkness and refuse to find a way out, saying that we are well off in our present position.

People! People! When will the light dawn upon you; when will you awaken, when

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I H will you find your way out and search for the road that leads to enlightenment, broadmindedness, and education? When will the light penetrate your brains to that you will see the progress of other people in this country?

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Dziennik Zwiazkowy, June 24, 1909.

POLISH

WPA (ILL.) PROJ. 30275

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POLISH  
WPA (ILL.) PROJ. 30275

Narod Polski, Vol. XIII, No. 25, June 25, 1909

### VACATION HINTS

In a short while the school doors will close for our children and our youth. Vacation time is nearing - a time of rest yearned for by students as well as teachers.

One part of our children will leave forever their seats in school; the other, the greater portion, will return again to continue or complete the studies they have begun.

It is customary in America, especially among the Poles, that after finishing school, the parents lengthen the boys' trousers, accommodate them with brand new shiny "dinner pails," and send them as quick as they can to the factory for profit, because our Polish parents are mainly concerned that their children should earn as much as possible.

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POLISH  
WPA (ILL.) PROJ. 30276

Narod Polski, Vol. XIII, No. 25, June 25, 1909.

A boy can have talent and ability, he can have even a keen desire for further study, and can present his desire to his parents in most imploring words, but they, due to the "pay check" that is smiling at them, will not permit their boys to dream about books. "And do you see," cries the mother in excitement to the father, "look what he is longing for. He wants to go to school; wants to be a big man. What do we do?"

Father also had to work hard and today he owns three buildings, even if he is not educated. Therefore, the boy can also go to the shop.

Perplexed by the arguments of his mother, the boy keeps silent, and abiding by the order of his mother, who is more anxious about the good of the pocket book than that of the child, the boy takes the shiny little dinner pail and moves on with other friends to work.

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POLISH

WPA (ILL.) PROJ. 30275

Narod Polski, Vol. XIII, No. 25, June 23, 1909.

And so talent is destroyed and ability is lost, which could give to our society priceless service, were it not for the greed of the parents. And most certainly there is no place in the world where an education can be acquired more easily than in America. Other nationalities take advantage of these opportunities, but our Poles do not know how to benefit by them - as if they were born to a shovel or a spade.

You can count the Polish students endeavoring to educate themselves in higher Polish educational institutions on the fingers of your hands; the American schools then are filled to capacity by young people of different nationalities, and only rarely you will come across a Pole here and there. Our Polish people, who are otherwise upright and liberal, cannot grasp the fact that today one must seek the gold and treasures of this world not only by a spade or shovel, but with the help of knowledge and that with the help of it you gain importance, influence, power and well being.

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POLISH

WPA (ILL.) PROJ. 30275

Narod Polski, Vol. XIII, No. 20, June 25, 1909.

Various higher offices in politics and higher salaried positions in trade and commerce are held by representatives of other nationalities because their parents had picked for them the real path of life. Our young people then, even if capable and talented, do not seek their "bread" through a book or by a book, but instead around factories and underground canals (mines) - because our kind can only see this kind of a future for their children. This is sad but nevertheless true.

The parents imagine that for money they can buy anything and for this money they deprive themselves of the most noble feeling, they lose their conscience, heart and soul, unmindful that the destinies of our Fatherland relied upon knowledge and not upon a pick-axe and shovel.

Our entire educated group consists of numerous Polish doctors, lawyers, dentists and druggists. Not one of us ever touches upon the field of

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mechanics, engineering, electrotechnics and commerce, and these are the fields where the Poles ought to test their abilities.

The doors to every occupation remain open to us; talent is not lacking among us, but we lack good will, a healthy and practical outlook on the world and its life, and a **lack** of devotion. Let us not, then, destroy our talents, but give them an opportunity to develop. Let our able youth go forward to further studies; let them work their way to success and bring fame to the Fatherland.



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POLISH

Dziennik Zwiazkowy, June 16, 1909.

### PARENTS, WAKE UP!

Examinations at local and other schools are taking place earnestly and seriously. The children, by invitation, have their parents appear as guests, for this is an important occasion in the school year. For these children the doors to higher grades are opening, and in later years they hope to be prepared for the higher institutions of learning.

In many Polish schools the examination period is not taken so seriously. It happens that this step to higher education is not given great consideration because many of the children do not have a foresight of the future. And yet this is very imperative in the early years of life, when the child is still in the early grades, in that it brings out the child's ambition and aptitude.

Examinations show the ambition of the child, aid him to get ahead, create



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Dziennik Zwiazkowy, June 16, 1909.

something to look forward to, and promote greater exertions. All this is of benefit to them. It stimulates interest, promotes studies, and enhance their future progress, which in turn helps them reach their goal.

The end of the current school term will bring to an end the educational activities of thousands of Polish children. What is going to happen to these children? What is their fate? A part of them will find employment in industry, a very small percentage will enroll at higher institutions of learning, and a large number of them will develop into rogues and increase the present ranks. Later they will recruit into higher organized ranks. This is very sad, but true.

Each closing school term brings heartfelt pangs to the educators because many of these young Polish children, who could take advantage of the higher branches of education, will only waste their blooming years. Instead, they could prove to be fine examples of future citizens. They not only could be



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a pride to their parents and their community, but to the Polish generation.

Unfortunately, Polish parents do not heed the callings nor the advice of educators on the advantages offered by further education. A majority of Polish parents are paying the price of ignorance. Their adverse attitude towards education is an unpardonable fault, a desperately horrid reality, which cannot be shaken off by persuasion, by definite and concrete examples, or by public denunciation. All this does not alter their views and fails to show them the sin of not looking after their children properly. This is not only a sin of their own, a mark against our poor forefathers, our country, but a sin before God, Who has given us the power to be able to progress for our good and for the good of posterity.

This narrow-minded outlook of some parents has brought this to light: Out of three million Polish-Americans, with forty years of American existence, and many opportunities of education offered to them and their children, only a mere few hundred (about 350) have attended high educational centers. The



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neglect is tremendous in spite of the opportunities offered and in spite of the great miseries suffered because of this handicap. We become the laughing stock of others, our abilities are scoffed at, and we are dubbed as the retarders of education by those who, although not completing a university education, were able to train themselves so as to qualify for a better job.

After each school year, we ought to tabulate our progress in the field of education and help prevent delinquency. We all can see that people of other nationalities take advantage of education and because of their training held better positions. We, therefore, are shoved back and hold the lowest rank, the meaningless job of the unskilled. And this will continue, unless our parents change their narrow-minded attitude and come to recognize the advantage of education. If within their souls does not come the realization that they have put into their child's hand a revolver, that they permitted him to trod upon the pavements of wrongfulness, that in later years the child will be sentenced either to the electric chair, or feel the hangman's noose,

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then our chances to progress are very slight.

Awaken, parents! for upon you will await the demand for an explanation before the Almighty Lord for your daughter's or son's actions. Remember that on the upbringing of your children depends their future. Upon you and your children will fall the damnation of the people, and above all the curse of God. It is He that gave you the privilege to have children, for whose training you must some day answer.

Upon this some will say: "What can I do, the streets make a loafer out of my son. The sting of the rod does not help and admonishment produces worse results." To this, America adds: "The egg is smarter than the chicken," "He that does not knock, does not enter," and, "The way the child makes its bed, that is the way it will sleep."

We know that the parents are trying to deaden their own knowledge [of the facts] and do not do justice to the world on themselves. Let them look upon



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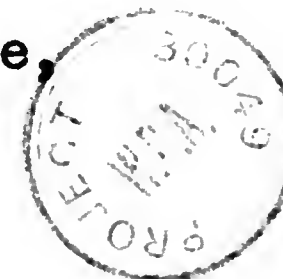
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the children and the youth of the Germans. Let them visit the German colonies. Will they find there vagrants in the streets? On the contrary, the youth display their bringing up with grace and politeness. It seems as if they have been reared on different soil. The older individuals are pleasing to the eye. They either occupy themselves with something useful or are on their way to do some good. They work for themselves or occupy some prominent position in industry or commerce. Others attend college in order to be trained for some executive position. The German youth is the first to reap the advantages in many fields. Why is it different among our generation? Why does our youth, which is better fitted than the German, or any other, waste itself? Because of this the parents suffer, their poor example slanders their people, and as a whole the entire Polish population is blamed for this condition. The talent given them by God is ruthlessly damaged, thereby lowering their position, to become the mockery of other of other nationalities.

In spite of everything we are inclined to shout with a mighty voice: People,





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wake up from your slumber of ignorance, and do not deprive your children of their right to an education, for through it they will be in a better position to gain their livelihood. They will not only be educated, but also be fine examples for themselves, their parents, and the Polish people as a whole. You will have something to be proud of, something to talk about. Before God you will have to answer for their actions for which you were rightfully responsible.

✓ The Polish press performs what it can to help the younger generation. It calls, begs, implores, and even is ashamed publicly. But all this is to no avail, just like throwing beans against a stone wall. Therefore, we cannot stop and we anticipate that some day we will awaken the dormant brain of Polish parents. Then perhaps we will realize our efforts in part and bring to active life those who can perform miracles if they desire.

Therefore, through this article, we hope to awaken the reasoning power of Polish parents. This is only one out of the many articles that will appear





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Dziennik Zwiaskowy, June 16, 1909.

from day to day. We will endeavor to give certain remedies to solve the prevalent problems and in some way help our younger generation to rise to prominence.



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Dziennik Zwiazkowy, May 25, 1909.



## EDUCATION AND COMMERCE.

Today we witness the opening session of the 4th annual convention of the Polish Merchants Association, the White Eagle. Therefore it is appropriate at this time, to say something on the important subject of education and its effect on business. This is a very important matter, as we are forced by keen competition to elevate the scope of our education because it is impossible to carry on the affairs of a business establishment without the elementary and fundamental knowledge of business principles.

Years ago the question of heredity, nationality or education meant but little in our quest for employment; today, however, whether we are laborers or office workers it takes on a different meaning, and in many instances education is becoming a strict requirement.

In industry or commerce, men, proficient in a profession or a trade secure, in most cases, the better paying positions. It is essential that certain establishments have employees with specific knowledge. This practical training, for many years, could be obtained at the various technical colleges and universities; but the vital question confronting us today is the urgent need of a sound business education which can likewise be obtained in these institutions

Dziennik Zwiaskowy, May 25, 1909.



of higher learning.

We must, however, give due credit to the Germans of Chicago; through their untiring and united efforts the first commercial course was introduced in our educational system. It is, therefore, easy to understand why they hold first place in the business world today; and the undeniable fact remains, that education, plus special training, makes leadership possible and easier to achieve.

The University of Illinois introduced a 4 year commercial course. The classes, in the beginning, were composed of merchants of all ages. These men, however, after graduating, became, and are today, leaders in their respective field of endeavour in the business world.

We regret to say that the enrollment of students of Polish descent or origin, at this time, is very small and cite as an example the University of Illinois School of Commerce, where only 6 Poles, in a class totaling several hundred, are enrolled.

Dziennik Zwiaskowy, May 25, 1909.

This is a very small percentage which does not, and cannot, attract the attention of the public. Therefore, all Polish Merchants, individually and as a group, should encourage and propagate the program of higher education. Only then can we rest assured that our business enterprises and commerce in general will meet with success in the years to come.



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Dziennik Zwiaskowy, May 25, 1909.

## COMMERCE AND THE ART OF BUYING

Today brings the opening of the fourth "White Eagle" Polish Buyers' Association Convention in Chicago. In this respect it would be appropriate to mention something about the art of buying, as this is of vital importance. Today, competition is very keen in the commercial field and therefore, it is very difficult to operate a commercial enterprise without knowing the finer points of business.

In America there is the custom of asking people where they were born and what education they have had. Before a person is hired, and if the job is other than the pick and shovel kind, he or she must pass a scrupulous and rigorous examination, show citizenship papers, or present credentials showing that he or she is capable of filling the position offered.

This same rule applies to business. Qualification is of utmost importance. The higher the qualifications, the better the opportunities for success. Industry has relied upon the specialization and advancement of the knowledge gathered in schools that have from early times grown to prominence and are rated with the best academies and universities. The world of commerce, in the past ten years,



Dziennik Zwiaskowy, May 25, 1909.

has availed itself of techniques developed by technical and commercial universities.

The Germans were the first to open the universities to commerce. They did not follow the examples of other countries, who offered courses both in the higher and lower institutions. They founded special academies to devote their time especially to this kind of work. They, in turn, devoted a life time's work to elevate German business to world prominence. Special branch buildings were devoted entirely to the study of purchasing. Therefore, Germany has become a specialist in this field and now holds the first position, setting an example for other countries taking less interest in commerce.

In this respect the United States could not look at Europe while sharing a back seat. The University of Illinois was among the first to recognize the importance of educating American businessmen. It offered four-year courses leading to a degree. Both young and old were enrolled. Those that took advantage of these studies now hold prominent positions in business.

Many other educational centers followed the example of the University of Illinois.



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Diemilt Linschow, May 25, 1942.

Today one can find courses in commerce in most every college.

From these institutions many people derive benefits, including the Poles. However, the number is very small. Only about six out of every hundred. This number is so small that it is almost unworthy of mention. Polish business in the United States needs this training more than any other nationality if we are to get recognition among big business. There is also a lack of familiarity and friendship in this field.

The Poles, outside of the grocers and a few other small enterprises, rarely take interest in the larger and broader fields of business. They are not even on the threshold of the business of the world. And whenever we come across a Pole who has established a business or an industrial plant, we find that he is a person of high position and intelligence. Sometimes we meet a Polish buyer or bank; he too, is a distinguished individual. These are the persons who did not change their gloves but stuck to their business and through the years, through the school of experience and hard knocks, forced to the top. This kind of training, free from most of the excruciating experiences can be had in the colleges by anyone able





Dziennik Zwiazkowy, May 25, 1909.

to afford it.

The waste of the best years of one's life in America through lack of knowledge, is an irreparable loss. A course at a university prepares one with all the necessary theoretical information, enabling one to adjust himself rapidly in the business world, thereby saving time, money, and painful experiences. Besides, this training enables one to obtain a good paying position without the many preliminary years of struggle. In spite of this, Polish parents, including business men, have not as yet come to the realization of the importance of educational training. The doors to big business cannot be opened unless one has the training and ability.

The opportunities offered to attend these universities are not taken advantage of by the Polish people of America. As an example, out of one million Poles only six attend the University of Illinois at Urbana. Out of 60,000 Japanese in the United States, seventeen students are found at Urbana. This is a three to one ratio. In proportion there should be at least 850 Polish students.



Dziennik Zwiazkowy, May 25, 1966.

Therefore, these sessions of Polish Buyers, besides striving for unity in business, should also take steps to promote a better support, within their own circles, of the opportunities offered by the colleges. In this respect they would not only be outstanding, but would also help their own kind occupy a higher place in the business world. The greater the unity and sponsorship, the greater the enthusiasm there is going to be in Polish business circles and the better the opportunities available to all. This will enable the Polish buyer to gain a strong foothold in the world of business. Therefore, as in industry, in business this preparation and qualifications can be easily obtained through the proper channels of education. Nothing helps patriotism and honor better than the slogan, "Kind for kind." But if this is not followed by sound educational policies, organization, and unity, then Polish business in America will always be in the background.

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Dziennik Zwiazkowy, May 13, 1909.

THE GOLDEN BOOK  
Members of the Polish National Alliance  
Give Generously For An Alliance's High  
School



Our request for contributions towards the founding of a high school sponsored by the Alliance did not go by unheeded. Through announcements in the papers, notices in lodges and churches, word of mouth, and other means, the cause of a high school for the Alliance was made known to the Polish people, among whom there exists the Polish spirit of the Alliance, hospitable and understanding, upon which depends our future and the future existence of our people in the United States. The betterment of our people can be made possible only through education. The donations came in freely and generously. The general funds of this foundation grow rapidly.

In our native country, across the vast expanse of the Atlantic ocean, there exist government subsidized schools. Our countrymen have organized a powerful People's School Society, where no stone is left unturned if it tends to further brotherhood. No matter to what extent the support of education has reached,

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Dziennik Zwiazkowy, May 13, 1909.

I C        the following example of aid to public schools is worthy of notice:  
I B 1       In the homes of the Galicians, the sale of accumulated orange peels  
             enlarges the school funds every month by several hundred crowns.

Our own supporters in America must always bear in mind the importance of fostering education, that is, of supporting our own high school.



We must point out the following examples: The Czechs, through their own educational system, awakened their slumbering nation; the Lithuanians, through the work of Father Ambrozewicz, are contributing towards a national home in Vilno, and trying to purchase the estate of Prince Radzillowski, called the Verky Estate, which is to be used for a national cause. It would be a fine thing if we could get our members to follow these examples and devote all or part of their spare time to further this cause.

Listen to this, if the Lithuanians are giving their undivided support to the completion of their project, then why can't we do something to bring ours to realization? Those who smoke cigarettes, indulge in sumptuous meals, drink beer and whiskey, could abstain from them for a month; let them drop off for a month who like to treat their favored guests with the best, who go to theaters, etc.

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Dziennik Zwiazkowy, May 13, 1909.

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**with** the money thus saved by doing without these things, the enjoy-

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ment of which is very short and small, a national building could be erected that even our children's children could be proud of in time to come.

Our Polish-American circles do not lack the spirit of cooperation. If there were more supporters of the idea of a high school under the management of the P.N.A., its completion would be a fact within the near future. If the number of supporters grow among the various communities, and if every opportunity is used best to help this cause along, there will be no difficulty in raising the necessary funds.



We wish to emphasize once more the importance of education among our people. Schools for our youth are of vital importance, for the future of our position in the United States depends on them. Remember, therefore, about the Alliance's High School Fund.



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Dziennik Zwiaskowy, Feb. 19, 1909.

[WE NEED MORE SCHOOLS]

We are living now in terms of schools. The whole Polish - American population is conscious not only of the improvement of the already existing parochial schools, but also of establishing higher schools.

The Polish National Alliance is collecting funds to establish a higher school in Pennsylvania. The Resurrectionist Fathers are busy on the expansion of the St. Stanislaus College. In Washington a Polish College has been established in connection with the local Catholic university. In Philadelphia, a Catholic priest will build a Polish high school with his own funds. The Polish seminary in Detroit is making more and more improvements each year. In other words, five high - schools are occupying the minds of Poles, and commanding the belief, that in the future Polish society will produce its own group of intelligentsia so necessary in this country, which has been adopted as its second fatherland. It is imperative that this work begin at the foundation; now that our wants are known, we shall satisfy them.

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Dziennik Zwiaskowy, Sept. 10, 1908.

[HIGHER EDUCATION]

A meeting was held last night in Dr. Szymanski's office. The purpose of this meeting was to discuss ways and means of creating and establishing a Polish university in Chicago. The members attending this meeting have the welfare of the Poles at heart, and were very sincere in their discussion. They are all interested in higher education. The next meeting will be held on the 20th of this month, in the office of Dr. Szymanski.



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POLISH

Dziennik Ludowy, Vol. II, No. 209, Sept. 5, 1908.

WPA (ILL.) PROJ. 30275

### ARCHBISHOP RYAN AGAINST PUBLIC SCHOOLS

On account of public schools we have a rich growth of weeds, lawlessness and socialism. Modernism has been condemned on account of its work, which will end in the ruin of the nation.

This statement was made by Archbishop Ryan at the thirty-fourth annual convention of Catholic youth, which is being held in Philadelphia, Pa.

The teaching of various subjects in schools is unnecessary, according to the viewpoint of the Archbishop, because only church and monastic teachings will bring salvation to the nation. Idle complaints of a bishop will not change matters any.

### Foreigners Should Be Taught.

The nation, continued the Archbishop, which depends for its growth to a certain degree on immigration, takes upon itself a great responsibility if it allows children of the immigrants, who in the future will become the citizens of that country, to grow and be brought up without the realization that only one religion can bring happiness and salvation.

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Dziennik Ludowy, Vol. II, No. 209, Sept. 5, 1908. WPA (ILL.) PROJ. 30275

It is our national fault, he further stated, that a third or sometimes fourth generation which were taught in our public schools have empty hearts. Such youth is like an uncultivated field full of weeds - lawless and socialistic - thereby ruining the moral welfare of the entire country.

Let those who contributed toward the creation of such a system, or do not recognize God, love, or fear, take a good look at the characteristic signs of today's life; let them read the descriptions of every-day accidents, violations and abuses in different states; let them investigate the murders and crimes which disgrace the country, and they will be convinced of the very sad results.

But the Archbishop has forgotten to add that in the most religious Catholic countries, there is the most ignorance, poverty, slavery and degradation, with crime flourishing as a result.

As an example of such religious notions, the Archbishop should have mentioned Italy, Spain, Ireland and Poland.

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POLISH

Dziennik Ludowy, Vol. II, No. 209, Sept. 5, 1908. WPA (ILL.) PROJ. 30275

There will be no progress in this country as long as the new element will continue to fall into the clutches of the "black vultures" in "spiritual robes".

Dziennik Chicagoski, Vol. XIX, No. 15, Jan. 18, 1908

### TEACHERS ABSENT

Today is the eighth day since teachers have been absent from public school in Chicago. Because of a misunderstanding between the School Board and the teachers, more than half of Chicago's school children are home. The number of children absent every day during the past week was estimated to be at least 10,360 pupils. The greatest per cent of those absent were Polish. The parents of these school children are compelled to keep their children at home; there is a lack of unity between the School Board and teachers. Thus, who suffers by this? None other than the students. Do you call this educational justice?

Monday 148 teachers were absent. Substitute teachers were placed in their classes, still seventy-two rooms were empty; Tuesday, 88 teachers were absent; 63 class rooms were empty; Wednesday, 80 teachers were absent, 52 class rooms were empty; Thursday, 67 teachers absent, 28 class rooms empty; Friday, 65 teachers absent, 43 class rooms empty.

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Dziennik Chicagoski, Jan. 18, 1908

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The future does not predict any increase in teachers for schools; then, why doesn't the School Board take this matter up seriously? Can't something be done to keep the children off our city streets?

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WPA (ILL.) PROJ. 30275

Dziennik Chicagoski, Vol. XVII, No. 194, Aug. 24, 1906.

### ATTENTIONS

Let us stop and think upon this question: To what sort of high schools should we send our children as soon as they complete their elementary course?

To give you a general reply does not seem to be such an easy task because the answer would not please everybody. There are certain circumstances which everybody should consider before deciding upon this matter so important to your children.

The child, after completing his elementary course, has the opportunity to choose from a great selection, that is, private institutions, public high schools, parochial, also a vast number of colleges.

We recommend for the parents and guardians to send their children to Polish schools after completing their grade school.

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Chicago Chronicle, Feb. 20, 1905.

URGE STUDY OF POLAND.

**Polish-Americans To Ask Board To Order A School History.**

Prominent Polish-Americans of this city wish the study of the history of Poland to be made an important element in the historical studies in Chicago public schools and they are taking action to bring the matter to the attention of the Board of Education and to Superintendent Cooley.

At a discussion held in Polish literary, professional, and educational circles, it is contended that the present troubles in Russia, which are making important facts in history, can not be fully understood, appreciated, or traced unless the history and woes of Poland and other countries which were seized by the Russian Government are studied. It is contended by the Polish people that a study of the history of their country will do much to overcome systematic attacks and falsehoods which are spread about Poles.

It is urged that the Polish-American citizens who pay taxes to support the public schools are entitled to have the subject of history of Poland



Chicago Chronicle, Feb. 20, 1905.

included in the studies as the German-Americans have their native language taught and others have the history of England taught. An appeal will be made to Dr. Kuflewski and Dr. Chvatal, the Polish and Bohemian members of the Board of Education, and an individual appeal will be made to every member of the Board of Education to have the history of Poland taught.

"At the present time, the school children have a hazy notion of the history of Poland or none at all," said Attorney Stanley Walkowiak last night. "The present developments in Russia and in Europe generally make the knowledge and understanding of the history, the people, and conditions of Eastern Europe, particularly of Poland, most important. Not only should the students know what Kosciusko and Pulaski did for the country, but they should also know what they did in Poland."

At a conference last night at the Educational Club of the Polish young men of the Southwest Side, resolutions were passed seeking to have the history of Poland made a special study in the public schools.

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WPA (ILL.) PROJ. 30275

Dziennik Chicagoski, Vol. XV, No. 206, Sept. 1, 1904

### SCHOOL CENSUS

At yesterday's meeting the yearly school report and population census was given. The main item was the young school children, and the parents' obligation to compel their children to attend school. The school report shows that in Chicago, 680,000 young children attended schools.

The different grade schools had 279,000 attendance. Of this number, 58,805 children attended parochial schools. Polish children born here who have graduated from Polish parochial schools and have reached the age of 21 years, numbered 3,829; Lithuanians had 72; Slavic children numbered 5,456.

Immigrants of Polish nationality, having reached the age of 21 or more, numbered 53,010; Lithuanians, 5,312; Slavs, 34,480; Germans, 34,840; Russian immigrants in Chicago, 4,315; children of Russian descent, 328. In the 16th ward alone there were 31,114 young children, while in the 1st ward there were 5,134.

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I A 2 a  
**IV**

POLISH



Dziennik Chicagoski, Vol. XIV, No. 118, May 20, 1903

#### POLISH SCHOOL COMMISSION

Mrs. Dr. Wyczotkowska, living here in the city of Chicago, conceived an idea of organizing a school commission with the aim to better the Polish education, especially here in Chicago. She claims the support of all kinds of people.

The organized commissions aims would be: 1) to inspect the needs of the Polish youth after ending their studies in the elementary school, 2) to awaken the minds of our Polish youth to seek a higher education after finishing an elementary course, 3) to deliberate on means of procuring the necessary funds.

This project embraces the education of youth, both the male and female.

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POLISH  
WPA (ILL.) PROJ. 30275

Dziennik Chicagoski, January 3, 1903, Vol. XIV, No. 2.

"ATTENTION"

The City of New York is known to have spent the sum of \$15,000 to enforce a law making the children attend school. We here in the City of Chicago claim to have a smaller expenditure than that. In order to lower expenses, we advise the parents to purchase themselves a whip for ten cents and make use of it if their children run about the streets instead of attending school regularly.

POLISH

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WPA (ILL.) PROJ. 30275

NAROD POLSKI Vol. VI. No. 24. Aug. 11, 1902.

"City News"

We are informed that at the examination of students of the Chicago Musical Club a medal with a diamond was awarded to Miss Janowa Smulska. This is the third award received by Miss Smulska, who graduated from the said school.

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POLISH

WPA (ILL.) PROJ. 30275

Narod Polski, Vol. V, No. 44, Nov. 30, 1901

### POLES IN UNIVERSITIES

In the American universities there are found quite a number of Poles, a fact which is sometimes mentioned in the American newspapers. Lately one has been running across Polish names among the athletes of the universities; and so in Princeton University, at Princeton, N. J., can be found among the baseball players one by the name of Butkiewicz and at the Pennsylvania University, in Philadelphia, can be found a football player by the name of Piekarski.

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POLISH

WPA (ILL.) PROJ. 30275

Zgoda, Vol. XX, No. 40, Oct. 8, 1901.

#### A LITTLE ABOUT EDUCATION

Children between the ages of 6 and 7 should attend school. It is not our business to dictate to the parents to what kind of school their children should go. The choice between the public and parochial schools is entirely up to the parents. Above all we should remember that any school is better than none. If parents, living in a neighborhood where only a public school is handy, but they want their children to attend parochial school or vice versa, they should send their children to the nearest school for the time being until arrangements can be made to change schools or transfer them.

If neighborhoods populated mostly by Polish do not have a Polish parochial school but have a German or Irish parochial school, the Polish parents should send their children to the nearest public school and teach them the Catholic religion at home.



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POLISH  
WPA (ILL.) PROJ. 30275

Zgoda, Vol. XX, No. 40, Oct. 3, 1901.

As soon as the child enters school, it is not only a student but it has taken the first steps in becoming an American citizen. To receive an education and profit by it is the duty of every intelligent child. The child not only improves himself, but his parents as well.

To improve and teach a child is not only of good interest to himself but to the community, because the more educated children there are of Polish nationality the more strength, riches and consideration will Poles receive from the other nationalities.

Parents should remember that the child attending school is benefiting from the services of the public. For this the public is paying taxes, to make it possible for every child to receive an education; or the parents can pay a small monthly fee at the parochial school.

It is important for the parents to tell the child, at the earliest possible opportunity, how important an education and the honorable service he is

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POLISH

WPA (ILL.) PROJ. 30275

Zgoda, Vol. XX, No. 40, Oct. 3, 1901.

doing for the community. It becomes necessary to explain that, like his father working and fulfilling through his work things necessary for the people, fulfilling wholeheartedly the services of the community, so should the child learn to serve his community and his country through his schooling. It is necessary to impress the child with the idea that the general aim of eloquence is persuasion. It is necessary that the child should endeavor to become a citizen working for the good of the public; he should care about his honor at all times, whether in school, at home, or on the streets.

A child should realize that his bad conduct in school and on the streets makes a bad reflection on his parents, his school and its teachers; they should always bear this in mind. The parents should punish their children for their bad doings, but they must consider that many kind words often do more good than a spanking. The child should rely on the parents for aid in his many undertakings. We should always remember that one studious child will be of more service to the future generation than ten less studious

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POLISH

WPA (ILL.) PROJ. 30275

Zgoda, Vol. XX, No. 40, Oct. 3, 1901.

children. The ten less studious children in time to come will be a burden to the community instead of an asset. The parents should make it their business to arrange it so that the child when studying his lessons has absolute quiet, and a place in the house of his own where he can concentrate.

It is the duty of all parents to see that their children are well fed, clothed and in a jovial mood when leaving their home for school. The child's spirit should not be broken nor should he be discouraged regarding his school work.

The greatest mistake of parents is bribing the children to eat or giving them money to buy what they like for their meals, and, instead of buying something good and nourishing, they buy cakes, candy, and other less nutritious food, the result of which is a doctor bill and loss of time from school.

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POLISH

WPA (ILL.) PROJ. 30275

NAROD POLSKI June 20, 1900 Vol. IV No. 25

Chicago Chronicle

The Polish College visited by Mayor Carter H. Harrison was lauded by him. One of the best students was honored with a golden medal.

Zgoda, Vol. XVII, No. 51, Dec. 22, 1898

WPA (ILL) PROJ. 30275

## RELIGION

A few boys from a public school, located in the 12th ward, came to the parochial school of St. Stanislaus and accosted the boys attending this school. When Rev. Father D. came out to chase them away, they ran a short distance and then turned around and cursed him.

Father D., hurt at this bad attitude of the boys from a public school, paid a visit to the school principal. The principal, astonished at this news, sent for the boys; when all the guilty boys were in his office he asked them: "Why did you do this, boys?" The boys answered, "For fun; we wanted to tease the boys and start an argument."

The principal, after hearing their story, could not see the "fun" in such action. He immediately sent the boys home..... suspended until their parents came to school with them.

The principal thanked Rev. Father D. for taking the time to inform him of his school children's sudden bad behavior. He also said: "I cannot understand why they did it; they are Catholics and attend church every Sunday."

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POLISH

Dziennik Chicagoski, June 22, 1897.

THE APPROACHING POLISH NATIONAL ALLIANCE CONVENTION

(Editorial)

After the matters of the Dziennik Narodowy (National Daily), the Immigration Home, and colonization are disposed of, the approaching Polish National Alliance convention will take up the business of "propounding measures for the continued spread of education among the Poles in America."

The farther one goes into a forest, the more trees one encounters; the more projects one undertakes, the less familiarity one has with the conditions of our real life and the true meaning of the word "education".

What is the foundation of education? The elementary school. What is the foundation of the education of the Polish people? The Polish elementary school. Is it the thought of the Polish National Alliance's censor to

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POLISH

Dziennik Chicagoski, June 22 , 1922.

establish [additional elementary] schools in the Polish colonies? This must be admitted to be the fact; there is no doubt about it, for the censor as well as the officers of the Polish National Alliance say that there already exist Polish parochial schools in all the Polish colonies. They are under the supervision of priests, and in them nuns or secular teachers with high-school education are in charge of the teaching. Some of these schools do not enjoy the approval of the patriots of the Polish National Alliance, especially those in which the teachers are qualified [to teach], for their system of teaching, [according to the patriots], is false. The aim of their methods is erroneous because it is one that confuses the Polish youth and overburdens the mental faculties with religious formulas at the expense of information and the enlightenment of the youth's mind.

As to the principles of the censor or those of the Alliance members, no copy is going to be wasted on them. Attention, however, is called to the

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POLISH

Dziennik Chicagoski, June 22, 1922.

fact that we do not know of a priest who considers our [parochial] schools as the ultimate in education. And yet how much money do our schools consume each year despite the fact that only nuns teach in them, who are content with a small remuneration for their efforts, since only a small number of our schools have capable and qualified secular instructors!

If we estimate the value of our two hundred schools at five thousand dollars each, this comes to one million dollars. Let the upkeep of each school be placed at six hundred dollars a year. This alone amounts to a hundred and twenty thousand dollars. Such are the schools which Polish Roman Catholic children are practically forced to attend. Thank God that thus far only a small percentage of the Poles have followed in the footsteps of the liberals who have freed themselves from the influence of the priests and send their children to non-catholic schools, that is, to public schools, or are awaiting the further development of education by the Polish National Alliance!

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POLISH

Dziennik Chicagoski, June 22, 1922.

Let us assume that the Polish National Alliance is going to compete with the Polish Roman Catholic priests. Two hundred schools are to be erected at an estimated cost of two million dollars, and qualified instructors will be employed at a cost of two hundred and forty thousand dollars. Who is going to help in collecting these funds, and whose children are going to attend these schools?

Too often have we wandered in the forest of nonsense, dear censor, to waste any more time in it. Can there be any further discussion about Polish education, since therefore, [we know that] the Polish Roman Catholic schools cannot be replaced by Polish liberal schools?

The censor will probably not go so far as to say that traveling libraries, liberal newspapers, and roving professors will spread education among our people who have been taken away from Polish parishes and parochial schools after they have been persuaded to sever their connections from the Roman

WPA (ILL.) PROJ. 30275

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POLISH

Dziennik Chicagoski, June 22, 1922.

Catholic Church. Thanks to your perverse teachings, the children of this befuddled portion of the people have not attended any Polish school and therefore are unfit to receive any kind of Polish education. Their plight makes them a total loss to the Poles.

"Further spread of education" by you gentlemen among the Polish people in America is therefore nothing more than the spread of Polish ignorance, the corruption of Polish customs, and the promotion of the rapid Americanization of the Polish people. If you call this sort of patriotism worthy of an institution which carries the name of a Polish national organization, permit us to quote a progressive from Bucharest whose correspondence was recently published in the Dziennik Chicagoski. He said to you plainly that the Poles of the fatherland "expectorate upon such patriotism".....why do they do this? He explained this clearly; so let us avoid further argument.

MPA (HLL) PROJ. 30275

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POLISH

Dziennik Chicagoski, June 11, 1896.

NEWS ITEM

Miss Mary H. Dowiatt, one of our Polish girls, after finishing her studies at Northwestern University, has received the degree of Doctor of Medicine.

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III H

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POLISH

Dziennik Chicagoski, Feb. 20, 1896.

#### A CENSUS OF THE SCHOOL CHILDREN OF CHICAGO

Attorney Max Drzemala (Drezmal), a member of the School Board, announces that a census of all schoolchildren in Chicago will soon be taken. Polish parents should always be entered as Poles, regardless of what part of Poland they come from. They should always say they come from Poland.

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POLISH

Dziennik Chicagoski, Jan. 2, 1895.

LET US STRIVE TOWARD HIGHER EDUCATION

Every broad-minded person will admit the fact that there is a lack of an intellectual group among Polish-American citizenry. There are individual cases, that is true, but these do not comprise an intellectual class.

The fire and desire for education among our Polish youth in America is lacking to an extent that it is hardly believable. In America, where the ambition of youth does not stop after securing a degree, our Polish youth can barely muster enough energy to prepare for First Holy Communion [Translator's note: During this period (1890's) a child had to be in the higher grade of the elementary school and at least twelve years of age before he could get his First Holy Communion. This, of course, has reference to the Polish parochial schools].

In all the twelve free public high schools of the city of Chicago it is doubtful

WPA (ILL.) PROJ. 36275

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POLISH

Dziennik Chicagoski, Jan. 2, 1895.

whether there are more than ten Polish teachers. During the past three years only one Polish young man, Mr. Jezierny, and one Polish young lady, Miss Frances Mikitynska, received diplomas in these schools. There also are about ten Polish students at the Jesuit High School, but a part of this number is enrolled in the business course and not the general course.

On the list of public school teachers in Chicago for 1892-93 only three Polish names were found, namely, Anna Drezmal [also Drzemala], Wanda Ladynska, and Otylia Mikulska. The latter two were teachers of German and had received their training abroad. Miss Mikitynska was appointed a teacher last year. This small number is the entire representation of the Polish people of Chicago, whose number is the largest in America.

There is a mere handful of Polish students in universities and other institutions of learning.

MPA (LL) PROJ. 36275



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POLISH

Dziennik Chicagoski, Jan. 2, 1895.

At the University of Chicago there are at present four students bearing typical Polish names: Lipski, Witkowski, Pienkowski, and Jarzebski, but only the last named is a Pole; Witkowski and Lipski are Jewish. Pienkowski, although of Polish descent, does not know a word of Polish.

Northwestern University has two Polish students, a young man who is training for a pharmacist and Miss Dowiatowna, who is studying medicine.

Mr. Klosowski is the only Pole attending the University of Illinois at the present time.

In the other technical and professional institutions of Chicago the following names are found: Messrs. Sawicki and Zurawski, who attend classes at a technical school, and Mr. Kuflewski, who is studying medicine.

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POLISH

Dziennik Chicagoski, Jan. 2, 1895.

Six of the above-mentioned students completed their training in the "Gymnasium" or high school, in Europe and not in America.

It is very sad indeed to have such a meager representation in our higher institutions of learning, because the Poles number over 50,000 in Chicago.

These facts are given because I have often become saddened by them and because my greatest desire is to see the Poles take greater advantage of the educational opportunities offered in Chicago. Would to God that this appeal would only urge one Pole to have his children receive the benefits of higher education.

CPA (ILL) PROJ. 30275

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POLISH

Dziennik Chicagoski, Jan. 12, 1893.

## THE GOVERNOR'S PLATFORM

(Editorial)

With more than ordinary pleasure, we present a literal translation of the newly elected Governor's platform in today's Dziennik Chicagoski. It is the platform of the Governor of Illinois, John P. Altgeld, and it is so interesting, so well planned out, and at the same time so clearly written, that it can be read with the greatest interest from the first to the last word.

The new Governor of our State will certainly not be a figurehead. We can see in his platform the plans of a deep thinker, who will not lack the energy to carry them out; they are plans aimed at necessary reforms which may bring about a new era in the history of Illinois. Let us look at some of the important points.



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POLISH

Dziennik Chicagoski, Jan. 12, 1893.

We are most concerned in the first place with schools. The Democrats have been accused, perhaps rightly, of a desire to abolish the Edwards Law without bringing forth another school law to take its place. Altgeld states plainly that the unjust Edwards Law should be abolished and a new one, making education compulsory, substituted. Every child must go to school and, according to Altgeld, must learn the English language. But the government has no right to dictate which school a child shall attend; this problem concerns the parents or guardians. Only in a case where the parents are plainly negligent, the government may see to it that the child is not entirely deprived of schooling.

Altgeld is a capable and deep-thinking lawyer. With what eloquence he takes the part of the poor man who finds no justice in the lower courts; how sharply he criticizes the misrule of the politicians! And again, how energetically he demands civil service reform, so as to enable the State to secure the services of only the most able men, however poor. And then, in defense of the working man, he proposes projects which, if brought into being, will improve immeasurably the workers' conditions



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POLISH

Dziennik Chicagoski, Jan. 12, 1893.

and protect them against injustice. Referring to prison labor, he insists that its products should in no case compete with the products of private industry. Finally, he proposes a fair and just plan of taxation.

In this platform, we find no high-flown, stilted phrases; its thought is practical, its spirit just; it shows deep learning and a fixed determination. Moreover, it is characterized by sincerity and straightforwardness, so that in reading it we come to the conclusion that the promises Altgeld makes are not empty ones, and that he is determined to live up to them. We believe that he is bringing us, the citizens of Illinois, to the threshold of a new and greater era. A legislature sharing his views guarantees us that his plans will take effect.



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POLISH

Dziennik Chicagoski, Feb. 5, 1891.

PROGRESSIVE FRENCH

(Editorial)

France is the only country in Europe that has non-sectarian schools. Much as in the United States, no catechism or religion is taught in them. But France has more experience than the United States. The French government is aware that children will grow into citizens; that the nation must have good citizens if it desires to keep up with the standards of other countries; and that children must acquire certain ideas, certain basic principles, which will help them develop qualities of good citizenship. Because of this, a course in civics was introduced in French schools. The course embraces the following subjects:

A. Moral Duties: 1. Parent-child relationship: Duties towards parents and elders are obedience, respect, love, gratitude (During this course of study, children are instructed that they should assist their parents with work, and that it is their duty to support them at their old age or during sickness).



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POLISH

Dziennik Chicagoski, Feb. 12, 1891.

Duties towards brothers and sisters: Children should love one another, and older children should help younger ones. Duties toward other members of the family: Children are taught to treat them with kindness. 2. Child at school: The country, its greatness, its misfortunes. Duty towards the country and community.

3. Duty towards Self: The body, cleanliness, moderation, sobriety, exercises.

4. Possessions: Thrift, avoidance of debts, gambling, love of money, extravagance, miserliness.

5. Industriousness: Time should not be wasted, every person should work; respect for common work.

6. The Soul: Love of truth, sincerity, ugliness of prevarication, self-respect, dignity, that we should not disregard our faults; avoidance of pride; the disgrace of not knowing anything; laziness; bravery in danger; danger of anger; animals should not be mistreated.

7. Duties toward others: Justice and forgiveness. We should not endanger life, property or reputation. Goodness, brotherly love, patience and respect for faith and conviction of other persons.





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POLISH

WPA (ILL.) PROJ. 30275

Wiennik Chicagoński, Feb. 12, 1891.

B. Duties of a citizen: 1. General knowledge of the government. Citizenship, its duties and privileges. 2. School duty, military duty, the voting privilege. 3. The township, the mayor, the city council, the county, the state, the courts, the country and its judicial body, the executive power, the legislature (These instructions are intended for elementary schools, which teach children 9 to 11 years old).

C. Children from 11 to 13 years old will be taught the following subjects: A thorough knowledge of political, financial and judicial management of the country. The constitution, the president of the Republic, the Senate, the Chamber of Deputies. Government of circuits and towns, public offices, civil laws, army, elementary course of practical law, The community, the rights of the working men, the right of ownership, inheritance, capital, labor, and other subjects.

After reading this plan, especially paragraph A, we come to the conclusion that the subjects are taken either from a catechism or from a prayer book, excluding

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POLISH

Dziennik Chicagoski, Feb. 12, 1891.

of course all paragraphs referring to Divine service; and that it will be almost impossible for the teachers to teach these subjects without explaining to the children the origin of these - **commandments** which indeed are 'God's commandments. Some day the child will ask some one about the origin of these commandments, even if it has learned them.



The "cause in morality" is nothing but the teaching of catechism, but abbreviated and incomplete. The French, after twenty years of teaching without catechism and the supervision of priests, come to the conclusion that in order to avoid catechism it must be introduced into the schools.

When will Americans make a similar "unexpected" discovery?

This plan will be introduced in Paris public schools and later on in the country, as soon as the teachers receive the necessary authority.

**I. ATTITUDES**

**A. Education**

**1. Secular**

**b. Foreign Languages**

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Dziennik Zjednoczenia, June 23, 1927.

## LOYOLA UNIVERSITY AND THE STUDY OF THE POLISH LANGUAGE

(Editorial)

Polish independence was the beginning of a new life in the political and economic phase in Poland. The entire nation is looking forward with confidence to the day when it will be entirely independent and capable of handling its own affairs. This atmosphere is affecting the Polish element of the entire world. Here, in America, we are becoming more aware of our civic rights and duties, and seek positions of high office for our countrymen. In a short time we shall attain the standard of the foreign elements, who thus far forced us to remain in the background.

The Polish people in America, especially those who adopted this country as their own, must remember that the United States is now in the process of thorough Americanization. There is keen competition between national groups who wish to impress other groups with their importance in the formation of this new nation. For example, much credit must be given the English, German and particularly the Jewish people who work hard to thoroughly familiarize every member of their race with the history of their past, so that they are able to explain and eulogize the merits of their own nation, while in contact with the one hundred percent Americans.



Dziennik Zjednoczenia, June 23, 1927.

We, too, have undertaken this important duty, by forming classes for the cultural development of the Polish language and history in various universities in the United States. The influx of the Polish element into this country is greater than every before; Polish students and professors are arriving in America in large numbers. We also note that American students and professors are going to Poland in similar proportions.

It is with great honor and pride that we point to the introduction of the Polish language and history which is to become part of the curriculum at the Loyola University, under the guidance of priests of the Jesuit Order.

This university is located at 28 North Franklin Street. The Jesuit Order has been founded by the Spanish soldier and saint, Ignatius Loyola. For the convenience of all, the study period from 6 to 10 P.M. is devoted to Polish language and history. All pupils, who complete these new courses, will be given credit equal to that of any other subject.

Since the study of foreign languages is required in all universities, it would be proper and fitting that Polish students select their native language in preference to German or French. Every Polish professional should zealously study the language and history of Poland, because it will be of much benefit to him.

POLISH

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III B 2 (Bohemian) Dziennik Zwiazkowy, Jan. 17, 1918.

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IV

GERMAN LANGUAGE CLASSES OPPOSED

IV (Bohemian)

Poles and Bohemians

Lead Opposition

The struggle against German language classes in the public schools of Chicago will be renewed in a few weeks, if not sooner, depending upon the steps taken by the persons most concerned with the movement. The matter is coming to a head now that the decisions concerning establishment of German language classes are about to be put into effect. These decisions will take effect on January 31.

The decision concerning German language classes in the public schools, ratified by the Board of Education on October 17, 1917, upon the suggestion of Superintendent of Schools Shoop, reads as follows:

"German language classes will be discontinued in the fifth and sixth grades.

WPA (ILL.) PROJ. 30275

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POLISH

III B 2

III B 2 (Bohemian) Dziennik Zwiaskowy, Jan. 17, 1918.

I C

IV

IV (Bohemian)

French, German, and Spanish will be offered as elective subjects in the seventh, eighth, and ninth grades of the so-called 'Junior High Schools' if a sufficient number of students register for such classes.

"The same foreign languages will be offered in the high schools as before."

Polish and Bohemian leaders, who had already protested to the Board of Education against the teaching of the German language through Board member Anton Czarnecki, claim that the abovementioned ruling which takes effect on February 1 will not change the situation in the slightest. According to the ruling, it will be left for the students to decide which of the three languages they wish to study: French, Spanish, or German. It is an established fact that there will be a much greater registration for German classes, since there are but few Spaniards or Frenchmen in the city. The situation, then, will remain unchanged.



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POLISH

III B 2

III B 2 (Bohemian) Dziennik Zwiazkowy, Jan. 17, 1918.

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IV (Bohemian)

According to statistics and figures supplied by the foreign consulates and other reliable sources, the foreign population of Chicago is as follows:

Frenchmen--2,500; Spaniards--250; Germans--400,000; Bohemians--250,000; Poles--350,000; and Italians--150,000.

It is also strange that the Board of Education, if it desires to make any cardinal changes concerning foreign language classes in the public schools, does not give at least as much consideration to Polish and Bohemian rights as to German; for, as the above figures show, there are 400,000 Germans, and 600,000 Poles and Bohemians.

V. A. Geringer, editor of the Bohemian paper Svornost and leader of Chicago Bohemians, is highly indignant over this action of the school authorities in Chicago.

WPA (ILL) PROJ. 30275

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POLISH

III B 2

III B 2 (Bohemian) Dziennik Zwiazkowy, Jan. 17, 1918.

I C

IV

IV (Bohemian) Among the organizations that will continue the struggle in the Board of Education against such action are the Polish National Alliance, the Bohemian National Alliance, the Czechoslovakian Fraternal Association, The Czechoslovakian Union, the Bohemian Club, the Polish Roman Catholic Union, the Polish Falcons' Alliance of America, and the Bohemian Falcons' Alliance of America.

All of the above-mentioned organizations are insisting that foreign language classes be offered on an equal basis in the Chicago schools and that all foreign elements be given equal rights. These same organizations took active part against the project of naming a school in Chicago after Bismarck and against the "Kaiser memorial page" in the school books.

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POLISH

Dziennik Zwiazkowy, Sept. 5, 1914.

### BEGINNING OF THE SCHOOL YEAR

Soon the doors of all the schools will open (here and there they have already opened) to admit millions of children daily to the thousands of school buildings in this country. Of these young children, the schools will make people of character stronger than steel, who in the future are going to take our places and service the wheels of the tremendous machine of socio-political life.

Among the millions of young people foreign to us in ancestry, traditions, language, and faith, there will be about a million Polish children in the entire United States who will go to parochial schools or public schools or such institutions of higher education as the Polish National Alliance College at Cambridge Springs.

One of the most important subjects awaiting the pupils of Polish schools and colleges is the Polish language, because knowledge of it will lead our young people to become acquainted with our history, our accomplishments, and the



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POLISH

Dziennik Zwiazkowy, Sept. 5, 1914.

pearls of our literature. Even a slight knowledge of these things will be a shield against loss of national identity and submergence in the boundless sea of Americanism.

About these children we feel more or less secure. Nevertheless, anxiety should furrow the brows of every father and mother concerning those children who, because of necessity or some other reason, attend American schools. These schools --just as you would expect of the schools in a foreign country--aim at Americanizing the children and inculcating in them the feeling of pride and admiration for this country and the deeds of its sons. Such systematic inculcation causes the children to lose interest in their own language, the history of their nation, and their customs. It washes every child with the same wave, washes away all of the child's characteristic attributes, and makes a typical American out of him.

Let us just think how many of our children are lost in this way and what a



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POLISH

Dziennik Zwiazkowy, Sept. 5, 1914.

tremendous loss our community suffers. It is our duty to counteract this influence and to demand of the municipal authorities, wherever there is a large concentration of Poles and wherever a large group of Polish children attend public schools, that the Polish language be taught as a separate subject. This duty should now rest on the shoulders of the communes of the Polish National Alliance, as the most important groups in each of the Polish colonies. We know that many communes have already included this matter in their programs of action and we hope that they persevere in this good work.

With the beginning of the school year, we should try in the first place to regain those outposts which we had formerly. We have in Chicago the Carl Schurz High School, for instance, in which the Polish language was taught for a year. Last year this course was discontinued because there were not enough pupils registering for it. We know that many Poles attended this school.

About one hundred pupils registered this year for the Norwegian language. It



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POLISH

Dziennik Zwiazkowy, Sept. 5, 1914.

is certainly shameful for us not to take advantage similarly of our right to study the Polish language in the public schools. Today, when Poland's cause is on everyone's lips, today, when foreign newspapers are actually making greater efforts for our cause than we are ourselves, we should show that we here in America not only have the word "Poland" on our lips, but that we are trying in every way possible to attest the fact that we are Poles.

That is why Polish parents should demand that their children register for Polish courses in the public schools and the children themselves should show their willingness and come in large numbers for lessons in the Polish language wherever such classes are already in existence or will soon be established.





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POLISH

Dziennik Zwiazkowy, Nov. 4, 1911.

THE POLISH LANGUAGE IN THE PUBLIC HIGH SCHOOLS

Dziennik Chicagoski, a publication of the Resurrection Fathers in Chicago, is violently angry because, despite its attacks and intrigues, the Polish National Alliance has succeeded in establishing the study of the Polish language in public high schools. Yesterday's issue carried a three-column article in which Miss Ella Flagg Young, superintendent of the Chicago public schools, was derided for having expressed her opinion in the American press on the benefits Polish youth could derive from the teaching of Polish in the public schools. It abused parents who are registering their children for this course. It accused Dziennik Zwiazkowy of perfidy in publishing the list of students who have registered for this course, stating that these students were forced to register. Finally, with utter abandon, it launched an attack on the Polish teacher who lectures on Polish literature and history at the Carl Schurz High School, declaring that "some of the children who are objects of this experiment have a better knowledge of Polish grammar, literature, and history than their teacher".....





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POLISH

II B 2 d (1)

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Dziennik Zwiazkowy, Nov. 4, 1911.

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These attacks are calculated by Dziennik Chicagoski to antagonize the superintendent of public schools against the Poles, so that eventual-

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ly she will discontinue the Polish classes in the public schools; to antagonize the parents so that they will not send their children to these schools; to frighten Dziennik Zwiazkowy into stopping the publication of the lists of students registering for this course, and finally to discourage the teacher to such an extent that she will give up these classes rather than be dragged into print.

Meanwhile, despite these calculations, Dziennik Chicagoski and its publishers are doomed to disappointment, because no one pays any attention any longer to their caterwaulings. The more enlightened members of our community, once having established Polish in the public high schools, will not only keep it there, but will continue to try to secure the establishment of the Polish language in the American universities, and even the elementary schools, regardless of whether Dziennik Chicagoski likes it or not.



I A 1 b

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POLISH

II B 2 d (1)

I A 1 a

Dziennik Zwiazkowy, Nov. 4, 1911.

I A 2 a

III B 2 This does not mean that we are disparaging our Polish parochial schools,  
III C and are trying to draw children away from them--not in the least.

Recently some of these schools raised their standards considerably.  
Let him who wants to, send his children there, because there the children will learn Polish and the history of their motherland. But because many Polish children attend the public schools, where Polish is not taught, and their parents either do not want to, or are unable to send them to the parochial schools, therefore, we should try to have the Polish language taught in the public schools, which thousands of Polish children attend, and for which we are taxed.

Dziennik Chicagoski is making unfounded accusations in alleging that we are drawing Polish children away from Polish schools and are impelling them toward American schools where they will lose their national identity. Where and when, kind neighbor and "friend," have we ever said that Polish children should go not to the Polish schools but to the American schools where Polish is not taught? If we have criticized some of the parochial schools for having no scholastic standing, even you must admit that that was true and is still true in

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II B 2 d (1)

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POLISH

Dziennik Zwiazkowy, Nov. 4, 1911.

many parishes. It was, indeed, our criticism which caused the improvement in the standards of many of the parochial schools, and for which you owe us your gratitude.....



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POLISH

Dziennik Zwiazkowy, Nov. 2, 1911.

THE POLISH LANGUAGE IN PUBLIC HIGH SCHOOLS

Eleven students at the Lake View High School have registered for the Polish language course.

[Translator's note: List of the names of the eleven students follows.]



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POLISH

Dziennik Zwiazkowy, Nov. 1, 1911.

## THE POLISH LANGUAGE IN PUBLIC HIGH SCHOOLS

More than thirty students have registered in the Polish language class at the Murray F. Tuley High School. The organizer of the Polish class was Miss Sophia Keller, a senior at this school. Nevertheless, a Polish language course cannot be given until the beginning of the next semester because we have no one who has all the necessary qualifications for a high school teacher, and who could also teach Polish. We do have, however, qualified candidates and after the examinations in the Polish language, which will be given in December or January, the high schools will have Polish language courses.

We ask the young people of the Murray F. Tuley High School not to become discouraged by the delay, but rather to get together an even greater number of students who want to take advantage of the teaching of their mother tongue.

We know for certain that still another high school, namely, Lake View High School, has a large number of Polish students. Could not one energetic, intelligent, and truly patriotic girl be found in this school who would take



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POLISH

Dziennik Zwiazkowy, Nov. 1, 1911.

upon herself the task of organizing such a Polish class?

We believe that one can be found, and we hope that in the Murray F. Tuley High School and Lake View High School, Polish language courses will begin simultaneously next semester.

Students of these high schools are urged to write or call personally at the office of the Zgoda at any time of the day.



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Dziennik Zwiaskowy, Oct. 6, 1911.



POLISH

### IMPORTANT NOTICE TO POLISH STUDENTS

Ella Flagg Young, the superintendent of schools, notified the Polish National Allian that the Polish language will be taught in every high-school in Chicago having a minimum group of 20 students who wish to learn the language.

At the present time, the Tuley High School class is in the process of organization. All students interested in enrolling should apply at the principal's office of any high school in Chicago, between 8 and 12 a.m. and from 2 to 5 p.m.



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POLISH



Dziennik Zwiazkowy, Sept. 22, 1911.

POLISH LANGUAGE IS TAUGHT IN CHICAGO HIGH SCHOOL.

(Editorial)

At last they are to teach the Polish language in Chicago high schools, thanks to the efforts of the Board of Directors, of the Polish National Alliance. In the beginning, the language of Stowacki, Mickiewicz, Sienkiewicz, and other masters of the Polish tongue is taught only at Carl Schurz high school, in Avondale, where the sufficient number of Polish students as required by the Chicago School Board enrolled. Only a small number of students are taking advantage of the Polish course this year, but we hope that next year the number will increase and several high schools will teach Polish.

The ice is broken and the Poles have won the fight in our metropolis. Miss Frances Zurawski, a sister of Dr. Zurawski, the chief physician of the Polish National Alliance, has been engaged as the first instructor of



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POLISH

Dziennik Zwiazkowy, Sept. 22, 1911.

the Polish language here. Miss Zurawski is a highly educated person and well qualified for this position. She has been engaged as a regular teacher, receiving corresponding salary , but she will also teach geometry physiology, and the English language. The road is open for the educated Poles to get into our schools and become teachers.

This **indicates** that the young Polish men and women, with proper education should prepare themselves to take examinations for teaching positions in public schools, where until now, there have been only a very small percentage of Polish **instructors**. These positions are honorable and profitable, and the Poles should seek them.

The following Polish students fought for the Polish cause at Schurz high school:



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POLISH

Dziennik Zwiazkowy, Sept. 22, 1911.

Casmir C. Midowicz, Eugene W. Szwaikart, Henry Dubas, Sigmund Zielezinski, Casmir Cierpik, Stephen Papciak, A. F. Mroz, Edmund P. Grabowski, St. Jakobowski, Rudolph Mroz, Theorore Giese, Edward Barwig, Anthony Chojnacki, George Kowalski, Helen M. Okoniewski, Theresa Ksycki, Stephania Lagodzinska, Eliza Gapka, Mary Mroz, Victoria Lasek, Agnes Glomski, Mary E. Golanski, and Helen Skudnik.

The names of the pioneers of the Polish language classes in Chicago Public Schools will be written in golden letters in the history of the Polish settlement of Chicago.

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POLISH

Dziennik Zwiazkowy, Sept. 20, 1911.

POLISH LANGUAGE IN CHICAGO HIGH SCHOOLS

(Editorial)

On the day before yesterday, September 18, the Polish language was taught, for the first time, at Schurz High School. September 18, 1911, should, for that reason, be regarded as an historic day by the Poles of Chicago, the second largest city in the United States. This whole matter, so vital to the development of Polish youth, and so important to Polish prestige, is now virtually settled. All Poles, regardless of their political or religious affiliations, should rejoice over this achievement. Recognition of the Polish language classes in the public schools, bringing Polish to a position of equality with French and German, has excited much resentment among the Germans; it is, however, a great honor and a great advantage to the Poles.

We are at a loss, therefore, to account for the attitude of our clerical press. The board of directors of the Polish National Alliance was ridiculed by Dziennik Chicagoski, a publication which represents the clerical press, when



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POLISH

I A 2 a

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Dziennik Zwiazkowy, Sept. 20, 1911.

III A

III C the Polish National Alliance fought for the right to teach the Polish  
I C language in Chicago public schools. The clerical press referred to  
the people working for this cause as agents of the American schools.

The fact is that our Polish youth will continue to attend American schools until such a time as we develop better Polish schools. The clergy, however, for its own selfish advantage, would like to force Polish children into the parochial schools even if these schools are inferior.

Much difficulty was experienced in establishing the teaching of the Polish language at Schurz High School. When Polish pupils applied for a course in the Polish language the principal of that school expressed great surprise, declaring that the subject was not listed in the language courses. The students then appealed to the school board, which in turn appealed to the principal; the latter, however, still insisted that he had not been officially notified.

The board of directors of the Polish National Alliance then sent its committee to Mrs. Ella Flagg Young, the superintendent of Chicago schools. This kind



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POLISH

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Dziennik Zwiazkowy, Sept. 20, 1911.

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III C lady, too, was astonished, but with the fact that the superintendent

I C was not familiar with the Polish course. The committee thereupon

insisted that Mrs. Ella Flagg Young give them a written order to the principal of Schurz High School that would serve as official notification.

"This can be accomplished in a few days," replied Mrs. Young, with an angelic smile.

In the meantime, the principal of Schurz High School was making every effort to persuade the Polish students to invest the balance of their time in another subject. Some undermining influence was evidently working against the Poles; nevertheless, the principal, when finally forced to the wall, agreed to start a Polish class, provided there were no fewer than thirty pupils. New appointments and new interviews followed, until the principal agreed to open a class for the study of the Polish language with twenty pupils, but after the regular school hours, hoping in this way to discourage the Polish youth. But neither the Polish youth nor the school board gave up. Finally, after a long telephone conversation between the office of the president of the Polish National Alliance and the office of the superintendent of the Chicago school board the





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III C matter was settled.

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POLISH

Dziennik Zwiazkowy, Sept. 20, 1911.

It is a strange coincidence that the first teaching of the Polish language in an American school is in one bearing the German name of Carl Schurz. However, this German was different from others. He was born in Westphalia, a province of Prussia. Upon completing his university education he joined the republican army, commanded by General Mieroslawski. After escaping the death sentence he wandered about through England and Switzerland, and finally reached America. When Lincoln ran for president, young Schurz, who had just a short time before become a naturalized citizen, toured the country making campaign speeches for Lincoln, because he felt that Lincoln was a great man. When Lincoln became president, he appointed Schurz ambassador to Spain, an important position at that time. Two months later, Schurz appeared at the White House with a resignation in his hand. "What do you wish?" asked Lincoln. "The Union is in danger, and I wish to be a soldier", replied Schurz. Lincoln replied, "Go to the barracks for orders." In an hour Schurz was made brigadier general, by President Lincoln.





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POLISH

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III B 2

Dziennik Zwiazkowy, Sept. 20, 1911.

III A

III C The generals of Irish and Anglo-Saxon descent did not like the idea  
I C that yesterday's immigrant should be wearing the insignia of a general,  
but in a short time they became reconciled to him. After the battle  
of Chancellorsville (1863), when the defeated Northern Army was retreating, and  
the rebels were marching on Washington, Carl Schurz blocked the road and stopped  
their march to victory.

Years later, during President Hayes's term, as a former Secretary of the  
Interior he visited his native country. The death sentence had been forgotten  
and Prussian officers saluted the great American everywhere. Bismarck invited  
him for a talk and asked him to return to his native land. "I have become  
acquainted with the goddess of liberty, and I will not betray her", answered  
Carl Schurz.



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Dziennik Zwiaskowy, July 28, 1911.

WPA (ILL.) PROJ. 302/5

(Chronicle)

The women's department of the Polish National Alliance is very active. The summer schools organized by this department are meeting with great success and have an enrollment of 200 children.

Mothers who understand the advantage of having their children learn the Polish language, are sending their children to these schools willingly. The term is six weeks; three hours daily with a 15 minute recess. The classes are divided into two grades, in the lower, they are instructed in reading and writing, and in the higher history, geography and Polish literature are taught.

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I C (German)

POLISH

Dziennik Zwiazkowy, Dec. 2, 1910.

WHAT DO GERMANS SAY?

(Editorial)

The Polish newspaper Dziennik Zwiazkowy received a copy of a German newspaper, Staats-Zeitung, edited in New York, containing an interesting article entitled "Poles! Why Not Germans?" The title is really interesting; the matter in question is one that is very unpleasant to Germans, namely, the rapidly increasing influence of Poles in the United States. The editor of the Staats-Zeitung used the information on the deliberations of the Board of Education on the already popularly known resolution of the Polish National Alliance's central administration as a pretext for writing his article. The matter in question concerns the introduction of the Polish language into the curriculum of Chicago's public schools. That this information obtained wide notice throughout the nation is evident from numerous clippings forwarded to us by our brother member of the Alliance, even from very distant regions.

WPA (LL.) PROJ. 30275

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I C (German)

- 2 -

POLISH

Dziennik Zwiazkowy, Dec. 2, 1910.

It is known that the Chicago Board of Education is not exceptionally willing to allow the teaching of the Polish language in the elementary schools. It proposes that the Poles establish courses in Polish in high schools. At the same time it intends to eliminate the teaching of German in elementary schools. The Polish National Alliance made no request for such action and it is not their fault that the Board of Education considers the German language useless in the lower grades of the public schools. We Poles are not in the least opposed to having Chicago's German children taught the language of their forefathers in the local public schools, as long as children of Polish parentage also have the opportunity to be taught the Polish language. But events took such an unfortunate turn that the German language fell into disfavor at the same time that the civic right of Poles to have the Polish language taught in high schools was recognized. The German-Americans find a relationship between these two changes. Thus, we find the New York Staats-Zeitung making the following comments:

"Danger looms over Germanic people even in Chicago, where they have always been so strong. The situation appears still more grave in view of the fact that

WPA (ILL.) PROJ. 30275

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POLISH

III B 2

I C

Dziennik Zwiazkowy, Dec. 2, 1910.

I C (German)

in other cities such as Milwaukee, Detroit, Cleveland, and even in Buffalo, the Poles are developing power and demanding their rights as a considerable part of American society. These Poles, persecuted in Germany and fighting so doggedly for the retention of their native language in their own country, are so strong politically in America, so co-operative, and so aware of their goal, that Americans are forced to give them concessions--at the cost of the Germans, who allow themselves to be shoved down to another level."

It is absurd to say that the Poles grow here at the expense of the Germans. It is true that they grow. It is also true that if the Germans did not oppress the Poles in their own country, there would be considerably fewer of them leaving for America, and hence they could not grow here to such power and meaning.

But the Staats-Zeitung does not lose hope completely; it relies on the fact that we Germans here know how to further their interests. We quote further from this article:

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POLISH

III B 2

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Dziennik Zwiazkowy, Dec. 2, 1910.

I C (German)

"We do not wish to believe that in Chicago, under the already famous rule of "our Fritz, the German Busse, mayor of the city, it will come to the point that the Polish dialect will replace such a great, international language as the German simply because the Poles grow here numerically and the Germans decrease."

But, our dear colleague! Why do you persist in continually relating these two distinct facts to each other. We repeat, we do not in the least debase your "Weltsprache"! We only demand rights for our "dialect"--as you so graciously call the language of Sobieski, Kosciuszko, and Mickiewicz--equal to those of the language of your Frederich the Second, Goethe, Schiller, and Mr. Busse. That the city of Chicago considers the teaching of this international language in its schools inadvisable is no concern of ours. Make your demands in that matter to your Fritz, or to whomever you wish, and leave us in peace. What we do pertains only to our people, and the result of our action on others does not interest us in the least.

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I A 1 b

III B 2

I C

I C (German)

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POLISH

Dziennik Zwiazkowy, Dec. 2, 1910.

But most interesting is the paragraph in which the aforementioned German newspaper illustrates the strength of the Polish-Americans. "Several months past we witnessed what a magnificent demonstration the Poles were capable of organizing at Washington on the occasion of the unveiling of two statues for two Polish national heroes. Such things are impressive, such things attract. They show that the Poles know how to use their strength and are capable of making use of a weapon that rests in numbers and in dignity."

Observe! Poles, after reading several idiotic criticisms and debasing attacks on our ceremonies at Washington, might possibly have imagined that little was gained by these ceremonies. In the meantime we find that a respectable German newspaper, six months after the ceremonies, uses them to prove the strength of the Poles in this country. The newspaper reasons that because of this incident the doors of public high schools are being opened for the Polish language.

So it is; the Staats-Zeitung is correct on that score. The Poles in America

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III B 2

I C

I C (German)

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POLISH

Dziennik Zwiazkowy, Dec. 2, 1910.

do grow in strength and in dignity, and they grow thus because of the efforts of the Polish National Alliance, which has organized them and leads them. If the work of only part of the Polish people standing under the banner of the Polish National Alliance already bears such fruit that they are beginning to interest the German gentlemen, what would happen if our people attained the knowledge of their civic obligations and hastened under this national banner, the banner of the Polish National Alliance? But that also will come. The Alliance grows, and with it grows the significance and influence of Poles in the United States. Today we find that the Polish National Alliance works for all. In return, more and more brethren notice this work, appreciate it, and hasten into the lines of the Alliance that they too may have a part in this great field of endeavor.

WPA (ILL) PROJ. 30275

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POLISH

Dziennik Zwiazkowy, Nov. 26, 1910.

## THE POLISH LANGUAGE IN THE SCHOOLS

(Editorial)

One of the recent editions of the Polish newspaper Dziennik Zwiazkowy contained some news relative to the question brought before the Chicago Board of Education. The matter referred to is the introduction of the Polish language in the curriculum of our local public schools. As is well known, the central administration of the Polish National Alliance prepared a proper resolution on this matter and presented it to members of the Board of Education. This important question was placed on the regular agenda of the Board, and on November 23, 1910, it came up for discussion and was discussed for nearly the entire meeting. The delicate but firm tone of the resolution directed to members of the Board of Education by the central administration made an impression because the reasons presented in these resolutions could not be overlooked by keeping quiet about them or slighted by calling them unjust. If, after all, it is permissible to teach the

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POLISH

III A

III B 2

Dziennik Zwiazkowy, Nov. 26, 1910.

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German language in public schools maintained by taxes of citizens of various nationalities, then the Poles have a right to demand that the Polish language receive equal consideration and be placed on at least an equal basis with the German. This consideration is justly due our people in view of the fact that at the present time there are more than 300,000 Poles residing in Chicago.

This delicate matter concentrated the entire attention of the Board and the Superintendent of Schools, Mrs. Ella Flagg Young. This indicates that rather serious thought was given the matter. Mrs. Young declared herself in favor of introducing the Polish language in public high schools where at least twenty students could be found who wanted to benefit from the courses of the Polish language. Some members of the Board, however--especially those of German ancestry--were dissatisfied with the contents of the Polish National Alliance's resolution and with Mrs. Young's declaration. They, therefore, have attempted to find various ways and means to prevent the teaching of Polish, while they retained courses in the German language in our public

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POLISH

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Dziennik Zwiazkowy, Nov. 26, 1910.

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schools. Seeing that this question could not be settled in such a manner--because our people will not cease to demand rights justly due them--one of the members of the Board, Dr. Guerin, made a motion that no foreign language be taught in public schools. This meant that the German language would also be thrown out, along with Polish and other languages. For the time being, this matter has been placed in the hands of a committee composed of members of the Board, Dr. Guerin, and Attorney Smietanka, as well as Mrs. Ella Flagg Young. The decision of this committee is unknown, but it is almost certain that either the Polish language will be considered and introduced in the public schools or the German language will not have a place there; otherwise one nationality would be favored at the expense of another.

The Polish National Alliance, through its central administration, has taken definite steps which can have great importance to us Polish-Americans in the future. We are perfectly justified in maintaining that, since we pay taxes for education, we cannot allow our language to be abused while other

WPA (ILL.) PROJ. 30275

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POLISH

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III B 2

Dziennik Zwiazkowy, Nov. 26, 1910.

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languages are given consideration.

The Polish language has already been introduced in the public schools of Milwaukee, Wisconsin, and it is taught by Polish teachers at those schools. Why, then, could we not obtain the same rights in Chicago, where the Polish people are especially numerous?

Dr. Guerin, in opposing the introduction of foreign languages in our local public schools, attempts to justify himself by stating that the German language is inadequately taught in the public elementary schools and has no value for the pupils. Mr. Cameron, another member of the Board, supports the arguments of his colleague, and adds that if the Polish language were taught in the public schools then all other nationalities, even if they numbered only a few pupils, would demand courses in their language and a chaotic condition would be created in the schools.

We care little whether the German language is taught adequately. Nor are

MPA (ILL.) PROJ. 30275

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POLISH

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III B 2

Dziennik Zwiazkowy, Nov. 26, 1910.

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we greatly interested in the arguments of Mr. Cameron as to whether it is necessary here. People of every nationality have a civic right to use their language in this country, and those who pay taxes for education can demand recognition of their language if they do not want to renounce it completely. Moreover, we do not think that nationalities having only a few pupils here would want to have courses in their language. Neither will the Poles demand that a special teacher be assigned to schools where only a few pupils of our nationality are found. The schools we are interested in are those where Polish children predominate or where they are represented in rather large numbers. The Polish language should be taught by Polish teachers in schools such as these, and it is upon this basis that the Polish National Alliance makes its demands through its leaders. It is not our intention to oppose languages of other nationalities, but we demand respect for our own because there are considerable numbers of our people in Chicago.

WPA (ILL.) PROJ. 30275



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III B 2

POLISH

Dziennik Zwiazkowy, Nov. 4, 1910.

### THE TEACHING OF POLISH IN THE SCHOOLS

All members of the Chicago Board of Education have received the resolution of the Central Administration of the Polish National Alliance, requesting that the teaching of the Polish language be included in the curriculum of the public schools of this city. We can surmise that there will be little opposition in the school board when this matter is discussed at its forthcoming meeting. No one can honestly deny the righteousness of our demands that the Polish language be taught in the public schools, when the German language is being taught to children of German parents.

We Poles have been treated unjustly: our people pay taxes to have the children of German parents taught the German language and our Polish children are deprived of the privilege of being taught the Polish language.

WPA (ILL) PROJ. 30275



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# A POLISH HIGH SCHOOL IN AMERICA

Let us study the Polish language, the school and the church. "All should strive for an education and should highly value all knowledge derived therefrom, thereby rendering a great service to your country, to your nation and to all humanity." These few words have great significance and were placed after the proclamation issued by the students of the University of New Jersey, which appeared in the August issue of Zgoda last year. "Never shall the living lose hope - they should lead the nation with a torch light."

The foregoing poetical axiom appeared in Zgoda on the sixteenth day of January, 1908. Therefore, I ask: "Who dares deny the necessity of a Polish High School in America?" Where shall we, all of us, without any exception, obtain the great treasure, that priceless gem - the torch light with which we are to serve our nation, our country, and humanity? And here is the answer: We

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POLISH

Dziennik Zwiazkowy, Jan. 21, 1908.

WPA (PL) PROJ 10276

have no high schools - we are without them because we are poor and lack the necessary funds. But, I will say, we have many churches, which look like sparkling gems on a beggar; and according to a statement made by Dr. Juliusz Szymanski, were built with the aid of our hard earned money. There you will find beautiful lecture halls for our audiences, in the hands of wretched preachers who believe only in commercialism.

They collect pennies continually; they always need money for something, and we always pay, not knowing for what. The churches we built, however are not ours, they belong to the Irish or German bishops; we Poles have nothing. We need schools more than anything else. This land of Washington and Kosciuszko, is a land of freedom. No one shall deprive us of our language, therefore, we should use it to our advantage.

**There** are many Poles in America who have been great but -- they do not know

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POLISH

Dziennik Zwiazkowy, Jan. 21, 1908.

NY (LL) PRO 10075

the English language, and lack the courage to continue their studies because of this. Therefore, we need a Polish high school in which we can take up higher studies. We wish to call your attention to the fact that to study a subject in the language with which we are not familiar would be impractical. Therefore, in the name of the "torch light," let us build a Polish high school, where we may obtain a higher education.

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POLISH

Narod Polski, Vol. IV. No. 25, June 20, 1900.

"Polish Language in the Public Schools"

The activities to remove teaching of the Polish language from Milwaukee, Buffalo, Chicago, and schools of other cities, brought about a new rebellious dispute. This time Chicago is trying to show what it can do.

Certain organized groups among our people see that permitting the teaching of the Polish language and bringing it into the public schools, will mean the saving of our nationality. We have given this matter considerable time and are trying to show, that teaching of the Polish language in the public schools will gain us nothing, nor help us. We base our decision on good experience.

Those that best know our parochial schools and children will admit how innate is our indifference and disinclination towards matters pertaining to our nationality.

Our elders, but mostly our children, are ashamed of their descent; they

WPA (ILL.) PROJ. 30275

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POLISH

Narod Polski, Vol. IV, No. 25, June 20, 1900.

do not care to speak Polish and change their names to English not only in schools, on the streets, but to the police and in courts where they have to testify in case of any accident.

All the subject matter put out by the schools awakens the interest in children about the Polish language, but to get the children to learn this, extraordinary toil, ability, and pedagogical knowledge is needed on the part of the teacher. Woe unto the teacher who lacks these qualities, for he will discourage the children and they shall learn nothing.

In order for the teacher to do something about this matter he must devote his body and soul, must use strong measures and not an idle minute, because his work will be futile. We know what it is to be a teacher here; they have many a headache.

We openly admit that our schools are not an example of ability, likewise the public schools. We claim that in our schools, the child will learn the

WPA (ILL.) PROJ. 30275

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POLISH

Narod Polski, Vol. IV. No. 25, June 20, 1900.

Polish language in two years, whereas in the public school it would take six years, because it is not compulsory.

The advantage of the Polish language being taught in the public school shall repay us. One of the few advantages is that we will have teachers who shall have steady employment.

So bringing this language into the public schools, it might affect the average Catholic. But if you are a strict Catholic and care about raising your child religiously, you should send him to a parochial school.

WPA (ILL.) PROJ. 30275

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POLISH

Dziennik Chicagoski, Jan. 19, 1891.

## THE SCHOOL QUESTION

(Editorial)

We have received information that the Bohemians, together with some Poles, residing in Chicago, are trying to pass a school regulation which would entitle a foreign language of any large group of people the same privilege or representation in the public schools as that of the German language. We have asked many of our countrymen their attitude towards this problem, and whether or not they will participate in the agitation. From the answers received, we have come to a conclusion that there are two factions: one of them is for the agitation, and the other is bitterly opposing it. The first faction is quite small, but the second is very large.

It is easy to find to which faction any group of people belong. Most of the members of the Polish National Alliance have joined that group of Bohemians or faction which originated the agitation. The members of the Polish Roman Catholic Union, however, with the exception of a few, belong





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POLISH

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III C

Dziennik Chicagoski, Jan. 19, 1891.

I C

to the opposing side. There are also Poles who do not belong to either of the two mentioned Polish organizations, and their opinions are also divided. Their number is so small that it should not be taken seriously.

For the first time since Dziennik Chicagoski has come into its existence, we are going to give our view on the question, which has divided the opinions of the members of two great Polish-American organizations. We are doing this for the first time, therefore, we think it is advisable to state for the sake of clearness that we will treat this particular question objectively. If we mention the names of both organizations, it is not because we desire to engage ourselves in an unpleasant controversy between the Polish National Alliance and the Roman Catholic Union, but because we desire to make the argumentation clear.



We have stated that the majority of the members of the Polish National Alliance are for the agitation, and that the members of the Polish Roman

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POLISH

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III C

Dziennik Chicagoski, Jan. 19, 1891.

I C

Catholic Union, with the exception of the few, are against the agitation. This is a fact, and we can prove it. However, some of these opinions are personal convictions, for which neither the Polish National Alliance nor the Polish Roman Catholic Union is responsible. The number of these individuals is very small.

There is a certain number of members in either organization, who have also formed their own opinions, but based on idealistic principles. With these principles, the organization plays a very important part. These members may be classified into several groups, and they support one of the factions for the following reasons: If they belong to the Polish National Alliance, some members, who, for convenience, we will call group No. 1, may see a patriotic act in agitating for a school regulation which would entitle the Polish language the same privilege as that of the German language in the Chicago public schools; but they are prejudiced against the so-called "clerical rule," and (2) for the same reason do not favor parochial schools. They have nothing against the attendance of Polish



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POLISH

Dziennik Chicagoski, Jan. 19, 1891.

children in the public schools. (3) these members wish to express their indignation on account of the privilege granted to the German language in Chicago schools, and although they know that the Polish language will not be introduced in Chicago public schools, they favor that measure for the purpose of removing the injustice done them. (4) The members of this group are of the opinion that the Polish National Alliance should take an initiative in such "patriotic" undertakings, and as members of the organization, should support the agitation.

On the other hand, the members of the Polish Roman Catholic Union are of the opinion: (1) that there is a risk for the parochial schools in case the Polish language would be introduced in Chicago public schools, especially in Polish settlements; (2) there are members who think that public schools are too dangerous for the young people, because these institutions are bringing up children without religious principles, morals, patriotic feeling, or healthy view on social life; (3) many of our countrymen think that we would disgrace ourselves in the eyes of Americans,



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POLISH

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Dziennik Chicagoski, Jan. 19, 1891.

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Irishmen, and even the Germans, for trying to introduce the Polish language in public schools when formerly we used to defend parochial schools so often and so openly; (4) the fourth group is of the opinion that a protest against the privilege of the German language would accomplish more than an agitation for introducing the Polish language in the public schools. The number of the members, either in the Roman Catholic Union or the Polish National Alliance, who have such convictions is very small, although, they deserve attention and respect.

Finally, the majority of the members give support either to this or that group because they think it is their duty to approve or oppose their party, quite often referred to as "church-goers" or "patriots." The number of the supporters mentioned last is the largest, and with them the circumstance of belonging either to the Polish Roman Catholic Union or to the Polish National Alliance, plays the most important part. They have no personal convictions.



As editors of Dziennik Chicagoski, we cannot ignore this important question.

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POLISH

Dziennik Chicagoski, Jan. 19, 1891.

We must express our opinion on this matter, and as this opinion must agree with one of the two large groups, we are prepared for the accusation that we are opposing one of them. However, we feel that such accusation will be unjust. For this reason, we repeat emphatically that we desire to treat this matter objectively, and if there will ensue any controversy on account of it, let it be limited. We beg you for the sake of the subject only, that is, the school question, let the argumentation be conducted properly, peacefully, and with dignity.

In our opinion, the Poles should not participate in the agitation of the Bohemians.





**I. ATTITUDES**

**A. Education**

**1. Secular**

**d. Special Endowments**

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I A 1 a  
II D 1

WPA (ILL.) PROJ. 30275

Dziennik Zjednoczenia, Jan. 17, 1927.

### SCHOLARSHIP FOR THE NEEDY YOUTH AND POLISH DAY

The Polish settlements in America, especially those in Chicago, are becoming more interested in better education of youth of Polish descent or Poles who entered United States a short time ago. The need of a University education to the Polish youth is becoming more apparent in order to create larger numbers of the higher educated intelligent, professional, representatives.

The participation taken by the Chicago Society of this program, for the past several years has been met with great success. Consideration has been given this matter as a very important activity. Many of its introductory activities to the public is principally for the purpose of raising ample funds which shall be used in providing worthy students with scholarships to leading Universities of the United States.

The committee of the "Polish Day" in Chicago is participating in the program of the Chicago Society by donating the proceeds of the Polish Day for welfare and education. This worthy cause is close to the heart of all members of the committee of the Polish Day and Chicago Society who in the past as in the future will make every effort to add many Polish names to the roster of American Universities.



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POLISH

Dziennik Zwiazkowy, Feb. 2, 1909.

WPA (11) PR. 307

### [P.N.A. HELPS STUDENTS]

The department of education of the Polish National Alliance granted this week over one thousand dollars in loans, without interest, to young student members of the organization attending secondary schools and universities. Because of this aid, more young men will be able to get an education, and a position in society.

One of the good deeds of the P.N.A. is to grant loans to Polish youths who are eager to obtain an education. It proves conclusively that Mr. Paryski of Toledo lies when he writes in his paper that the P.N.A. does not fulfill its obligations.

Such persons, enriched at the expense of the Polish people, should set the good example and help these needy youths, and not criticize with idle talk.

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POLISH

Dziennik Zwiazkowy, Feb. 2, 1909.

WPA (HLS) PROJ 50275

It is necessary to state that the department of education of the P.N.A., considers only first class colleges such as Johns Hopkins University, the College of Physicians and Surgeons, Chicago; Ann Arbor University, the Academy of Fine Arts, the Polish Seminary of Detroit, Michigan; the Detroit College of Law, the Jefferson Medical College, the University of Missouri, and the University of Illinois.

There is the assurance that students who graduate from those schools, do not waste their time and money, but acquire an education which enables them to secure a higher position in life.

# I. ATTITUDES

## A. Education

### 2. Parochial

#### a. Elementary , Higher (High School and College)

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POLISH



Przebudzenie, Vol. I, No. 1, Nov. 6, 1927.

## INTROSPECTION

### Extracts:

Years ago education was a kingdom accessible to only a few of the elect. Today it is a necessity; an indispensable tool in securing one's livelihood. A man with no education is a cripple, and a burden to himself and his community.

Civilized nations of today rank education first in their duties towards their posterity.

The magnificent development of the American school can be attributed to the real democratic equality, through which every man is given an equal chance in acquiring the best of education.

The consciousness of that equality lives even among children, the best expression of which can be seen in a remark of an 8 year old Polish democrat, who said: "I am born in the United States, and some day I may





Przebudzenie, Vol. I, No. 1, Nov. 6, 1927.

be the president of our country. But first I have to learn very, very much."

It is true that the Polish population here constitutes one of the largest communities. But how many of our Polish children acquire a high school education, not speaking of the university?

Hundreds of thousands of our children, right after they graduate from the parochial school, have to work; even before their young bodies are grown enough to endure the labor, and their minds developed enough to comprehend the benefits of education.

Who is to blame for it? The parents? Maybe. But where are those who stand at the head of our community? Where are the teachers of Polish schools, who foster our children and form their young minds and souls? Why is it that, after spending eight years in a parochial school, such a small percentage of our children display interest in further education, whereas any non-Polish teacher in a public school arouses in our boys and girls an ardent desire for knowledge?



Przebudzenie, Vol.I, No. 1, Nov. 6, 1927.

There is only one answer: Negligence on the part of those who are supposed to be our spiritual guides, and indifference of the parochial school teachers.

It is high time to approach that vital problem with more concern.

We should be aware of the responsibility that lies upon us in regard to that important question. Let us not forget that some day our young generation will call upon us to explain the reasons of depriving them of one of the greatest privileges of democracy, education.



POLISH

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Dziennik Zjednoczenia, Vol. VI, No. 194, Aug. 19, 1926.

### THE SELECTION OF A SCHOOL

Even though August is still considered a summer month, yet, as soon as it arrives, clear-sighted people immediately begin to think of their autumn occupations. Farmers begin to think about their winter corn, and the residents of the city, whose main worry consists of family affairs, think about the selection of a school for their children. The solution of this problem is not a difficult one for people of wealth. In our station of life, however, the situation is not simple. We must select either a public or a parochial school. Our modest material means do not permit an alternative.

Which of the two schools shall we select: public or parochial? The answer is: parochial, for the following reasons:

We have no reason for criticizing the teachers of public schools. They



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POLISH



Dziennik Zjednoczenia, Vol. VI, No. 194, Aug. 19, 1926.

are doing their duty, which is the teaching of reading, writing, arithmetic and English, and this at no cost to the parents. Nevertheless, the program of a free school does not take into consideration either religion or the mother tongue of our children, subjects which are so near to our hearts.

We are concerned about the religious training of our children, because (according to our convictions) we consider the knowledge of the principles of religion one of the most important factors of all teaching, because religion is the basis of all morals, without which a person cannot be happy either in this life or in eternity, and finally, that a person without religion and without morals is an undesirable individual in society, because he is dangerous. Hence, since the teaching of religion is not permitted in public schools, we are compelled to choose the parochial school which, with due regard to its founder, places religion in the first place of its program.

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Dziennik Zjednoczenia, Vol. VI, No. 194, Aug. 19, 1926.

We prefer the parochial school because it teaches our mother tongue and tells us about the deeds of those of our blood. We consider these teachings very important, because without them we are unable to rear our children in a manner to which we certainly are entitled. We take into consideration the fact that America also has a right to our children because they were born here and live here. We also have the privilege of enjoying the fruits of their labor and profit thereby, because they are of blood of our hearts and because that blood owes its life to our love, our work, our devotion. Degenerate children are abominable and do not know either how to regard or how to respect their parents. Such would surely be the result in a great measure if we would permit them to be brought up without the knowledge of our religious training, without the knowledge of our mother tongue. Experience with many children in the past has taught us this lesson.

We do not in the least scorn public schools. However, as long as the American majority will not permit the considering of our religious

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Dziennik Zjednoczenia, Vol. VI, No. 194, Aug. 19, 1926.

and family needs, so long we will feel duty bound to entrust our children to the guardianship of parochial schools, in spite of the weight which the school's tuition places upon us. Surely, no one can hold this against us.

But a parochial school is not less American than a public school. To this claim every American will agree, having fresh in mind the decision of the United States Supreme Court in regard to parochial schools.

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POLISH



Polonia, Vol. XVII, No. 21, May 24, 1923.

DEDICATION OF A NEW SCHOOL IN EAST CHICAGO, INDIANA

The tolling of church bells on Sunday, May 2, 1923, announced a great joy among the Poles in East Chicago, Indiana.

They announced the dedication of a new school and a new Polish settlement in the adopted country. The bells were also greeting a great church dignitary, Bishop H. T. Allerding of Fort Wayne, Indiana, who came to East Chicago to dedicate a magnificent school building of St. Stanislaus parish. The school is equipped with all modern conveniences that no other Polish school has. The new school building is in reality an ornament to the little city of East Chicago, Indiana. The Felician Sisters are in charge of the school where more than 1,300 children attend. There are eight grades according to the laws and regulations of the State. Polish children after graduating from the eighth grade usually go to a high school but a majority of them attend a Catholic high school where on recommendation and demand of the present rector, the Polish language will be taught also. But let us return to our subject.



Polonia, Vol. XVII, No. 21, May 24, 1923.

One of the wings of the new school building contains school rooms and there are twelve of them. Every school room is provided with most modern equipment and is well ventilated. In every school room there is a built-in book case which serves as a library for the class. Near every school room there is a cloak room.

The second part of the building contains a large gymnasium hall which also serves as a dance hall. There are billiard halls, bowling alleys, and bath rooms. There is also a library. Besides these there are many club rooms and assembly halls. There is a big theatrical hall capable of holding 11,000 people. The stage is magnificent. On the balcony there is a modern fire-proof room which will be used as the operator's room during moving picture plays. In that room are installed two moving picture machines.

The school building is 120 feet long and 133 feet wide and three stories high. Besides roomy and high basements, the building is the most imposing structure in this part of the State of Indiana.





Polonia, Vol. XVII, No. 21, May 24, 1923.

The plans for this building were designed by a young Polish architect, Mr. S. Bednarski. He came to the United States with his parents when he was still young. He completed his elementary education in Kenosha, Wisconsin, but studied architecture and engineering in Valparaiso University at Valparaiso, Indiana. The building cost about \$175,000.

The dedication ceremony started at 3 P.M. with a procession headed by the ministrants carrying a cross; then little girls dressed in white, followed by church societies; then the pastor of the parish, surrounded by the clergy. The whole procession, united by beautifully colored ribbons and accompanied by the tinkling of little bells, playing and singing, lead the bishop to the church. From the church the procession proceeded to the new school building, object of the celebration. After the dedication of the building by Bishop Allerdury, Father J. Mecikowski, the assistant of Immaculate Conception Church of South Chicago, took the stand at the pulpit and delivered a beautiful speech to the people, praising them for their good work. He spoke about Polish schools and the education of children. The people listened very attentively, with bowed heads, as if they said,



Polonia, Vol. XVII, No. 21, May 24, 1923.

"Lord, we are your children." Then Bishop Allerding spoke, praising the Polish people for building such a beautiful school; he thanked them for their generosity and sacrifice, encouraging them for future work.

When the bishop entered the church, the parish choir sang Ecce Sacerdos Magnus (by Molitar). After returning to the church there was a benediction, during which the choir sang O Salutaris (by Wagner), and Tantum Ergo (by Rosewig). The celebration was concluded by "God Save Poland." The building was beautifully decorated by American and Polish flags.

In the evening there was an entertainment in the new hall, with moving pictures, singing, music, and a play. The hall was crowded. The audience was honored by the presence of the bishop and clergy.



Dziennik Zjednoczenia, Vol. XXVI, No. 225, Sept. 26, 1922.

HOLY TRINITY HIGH SCHOOL

A business course, conducted in the evening, will begin on October 1st, at Holy Trinity High School.

This school will remain under the direction of the present Holy Trinity High School. The first class in the school will start on October 9th. From then on the class will be taught on Mondays and Fridays from 7 to 9 P. M.

The business course taught in this evening school will consist of three subjects: bookkeeping, stenography and typing.

The school year will end early in June. The annual tuition fee for the course will be \$15, or \$5 for each subject.

All boys and girls who are inclined to study these subjects can enroll for this course.

WPA (ILL.) PROJ. 30275

Dziennik Zjednoczenia, Sept. 26, 1922.

This course is open not only to the youth of Holy Trinity Parish but to other individuals who can qualify according to the judgment of the Holy Trinity High School director.

Enrollment will start on October 1st, and will last all day. Apply to either the Rectory of the Holy Trinity Parish, or to the home of the teachers, 1110 Noble St.

WPA (ILL) PROJ. 30275

Dziennik Chicagoski, Jan. 21, 1922.

ST. JOHN KANTIUS' SCHOOL

In 1894 two houses at North Carpenter Street and Chicago Avenue were re-constructed into classrooms for children, who at that time numbered one thousand and were taught by thirteen teaching sisters. In the years following, in order to accommodate all the children, classrooms had to be constructed in the halls, in the church basement, and even in the church towers and the sacristy.

Because these improvised classrooms were very inconvenient and unhygienic, the Reverend S. Rogalski, after taking counsel with his assistant priests, submitted to his parishioners a report stressing the necessity and the urgent need of erecting a new and adequate school building. All the parishioners agreed without hesitation to build a new school.

Plans with estimates of costs for the new structure were made by Mr. Steinbach the architect, well known among Poles; the bricklaying work was done by

WPA (ILL.) PROJ. 3027

Dziennik Chicagoski, Jan. 21, 1922.

the builder and contractor Mr. Ostrowski, who with very few exceptions had build all the Polish churches in Chicago. The carpenter work was contracted for by Mr. Klajda, known to all for his probity and honesty in fulfilling his contracts and doing his work well.

In order not to burden the parish with too heavy a debt it was decided to build at first only half the structure and later when the need arose, add the other half. This was the reason why the architectural plan was so contrived that half the edifice could be finished as a unit.

In the spring of 1903, after the removal of old buildings, the work was started, and in July of the same year the cornerstone of the new building was blessed. At the tenth anniversary of the founding of the parish, December 27, 1903, the school building was completed and turned over for school use in the expectation that it would be sufficiently large for the next few years. But after two short years it became evident that the new building could not accommodate all the children, and besides, the

MPA (ILL) PROJ. 302

Dziennik Chicagoski, Jan. 21, 1922.

various church societies lacked proper conveniences for their meetings and assemblies. So the parish was compelled to finish the school building, that is, to construct the other half of the edifice.

In order to collect the necessary funds, it was agreed that each parishioner should contribute ten cents every Sunday for four months as his offering for the school. This plan proved unusually practical, for the whole building was completed without increasing the indebtedness of the parish by so much as one cent.

The exterior of the school building is imposing, and the interior contains thirty commodious and hygienic classrooms with more than two thousand school children under the guardianship and supervision of thirty teaching sisters. The Chicago Board of Education has granted to this school equal rank with the city public schools.

WPA (ILL) PROJ. 30271

Dziennik Chicagoski, Jan. 17, 1922.

A FEW WORDS TO OUR SISTERS OF NAZARETH

(Editorial)

A friend of our newspaper has sent to the editor of Dziennik Chicagoski the following letter:

(Summary)

A reader asks the editor to write a few words about children from Polish parochial schools who try to sell tickets for various school affairs to the businessmen in the neighborhood. Their attempts as a rule are a dismal failure, for which the teaching sisters are to blame. He offers a few suggestions to teachers in the elementary principles of salesmanship and ends with the question,

"Am I not right?"

WPA (ILL.) PROJ. 30275



Dziennik Chicagowski, Jan. 17, 1922.

(Translation Continued)

Yes, you are absolutely right, we say to our correspondent, and in reprinting this letter we should like respectfully to call our Sisters' attention to it and to suggest putting the ideas contained in it to the best possible use. The idea is good, worth putting into practice.

For unfortunately it is necessary for our schools, most of which are poor, to depend on the help and the small profits that come from time to time from amateur school performances and other public appearances of school children; and what is even worse, it is necessary to use school children to sell tickets, and it seems only common sense that one should go about it properly and efficiently, so that from this altogether unpleasant necessity for the peddling of tickets by school children the greatest possible educational and moral benefit may be derived.

WPA (ILL) 10-1-22

Dziennik Chicagoski, Jan. 17, 1922.

The children, then, should be taught how to sell tickets if it is essential to sell them; they should be taught good manners, which they sadly lack, especially our boys. Children should be instructed that on entering a store they should bow becomingly and politely, greet any one whom they find there, and explain to him, as our correspondent advises, the kind of entertainment given and the purpose of it. This is not too difficult and could easily be done, and from the doing of it a twofold benefit would be derived--benefit for the school, since more tickets would be sold, and benefit for the children themselves, who would acquire better manners.

We all know only too well that our children and our young people need such practical instruction in good manners and polite behavior and need it urgently, without delay. They appear at a great disadvantage in this respect when compared with children of other nationalities. The worst offenders in this respect are the boys of the parish schools, not only of the grammar schools but of the high schools as well, who think it humiliating to bow to

WPA (ILL.) PROJ. 30275

Dziennik Chicagoski, Jan. 17, 1922.

any one on the street and as a rule do not know what to do with their hats when they enter a house, intentionally assuming rude manners and postures in order not to appear different and so expose themselves to the ridicule of their school friends, who have not the slightest notion of polished behavior or of the accepted rules of social conduct.

It is advisable to exert some effort to teach our young people at least the rudiments of social graces, and our teaching sisters have the best opportunity to do it, since the children under their care and instruction are small, and their character is pliable and easily influenced and trained, whereas later, when they have grown older, they will become more recalcitrant to such influences.

We recommend these suggestions to the careful consideration of those who should be interested in them.

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POLISH

Dziennik Chicagoski, Jan. 7, 1922.

PARISH SCHOOLS  
The St. Stanislaus Kostka School

The management of the St. Stanislaus Kosta Parish School was assigned to the Sisters of Nazareth, of Milwaukee, on February 2, 1874. First three nuns arrived, Sister Regerya, Sister Melarya, and a sister aspirant [Translator's note: One who has not taken her final vows]. There were then 150 children attending. On the first day after the arrival of the teaching sisters 89 more children were enrolled; the number increased daily, so that by the next fall 350 pupils were receiving their elementary education in this school. As the number of pupils increased, so did that of the teaching sisters, and the result of it was the problem of housing the nuns. By October 15, 1874, the construction of a brick house for the sisters had begun; the house was completed six months later, but only a year thereafter, the Parish was compelled to enlarge the nuns' quarters and to provide new

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POLISH

Dziennik Chicagoski, Jan. 7, 1922.

premises for the ever-increasing number of children. The first Holy Communion of the children under the supervision of nuns was held on the holiday of SS. Peter and Paul; the first confirmation occurred on March 25 of the same year. About seventy children received both sacraments. Between the years 1882 and 1909 there were also secular male teachers for the higher classes for boys: the late S. Zahajkiewicz, the late S. Sz wajkart, editor of Dziennik Chicagoski, Dr. B. Klarkowski, the well-known physician, Messrs. J. Domek, A. Czajor, I. Kowalski, and L. Burda; and a few other Polish and American teachers.

In 1906, at the suggestion of the Resurrectionist Fathers, a series of popular lectures was given at this school for the young people of the parish. These lectures, like the People's University lectures, covered various branches of human knowledge, such as history, civics, politics, Polish literature, and the natural sciences. The lecturers were the Reverend Ladislas Zapala, C. R. the present general of the Resurrectionist order, the late Reverend Felix Ladon, C. R., the late Reverend John Kruszynski, C. R., who was then president

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Dziennik Chicagoski, Jan. 7, 1922.

of St. Stanislaus' College, the late Mr. Casimir Neuman, once editor of Dziennik Chicagoski, Mr. Charles Wachtel, present editor of Dziennik Chicagoski, and Dr. Boleslas Klarkowski. In the year 1906, in the night of December 21 and December 22, St. Stanislaus Parish sustained a severe loss. Fire completely destroyed the school building, erected at so great an expense. All the school equipment, the library, and the furnishings of the nuns' lodgings, which were then located on the fifth floor of the school building, were lost. Another result of the fire was the complete loss of the school records, since all books and documents were consumed.

The present five-story school building is fireproof and constructed according to the latest city building requirements. It contains fifty-four commodious classrooms, of which forty-eight are used for the instruction of children. In the school year 1916-1917 three thousand children attended this school, but there have been years in which St. Stanislaus School has had more than four thousand pupils. Every year more than five hundred pupils of the school receive

WPA (ILL.) PROJ. 30275



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POLISH

Dziennik Chicagoski, Jan. 7, 1922.

their first Holy Communion and the Sacrament of confirmation. At present sixty-four Nazarene Sisters teach in the school. The school has the full eight grades, and the instruction given is equal in every respect to that of the public schools, and this fact is verified by the statement of the superintendent of public schools himself. Children graduating from our school are admitted without entrance examination to public high schools.

Under the enlightened supervision of the Resurrectionist Fathers the teaching sisters for more than half a century have been giving of their best, laboring quietly in the field of religious and patriotic instruction. Thousands of graduates from this school, animated with the true Polish Catholic spirit, honorably performing their duties and bringing honor and glory to God and to the Polish name, acknowledge their debt of gratitude to our school. Besides this a great number of the elect of these thousands, obeying the call of God, have chosen the better part and with complete self-abnegation are following

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Dziennik Chicagoski, Jan. 7, 1922.

the high calling of secular or monastic priesthood.

All these people, wherever they are, and whatever they do, are following the path shown to them in our parish school, the path of truth and duty under the banner held high by the school: For God, Church, and Country.

WPA (ILL.) PROJ. 362

Narod Polski, Vol. XXI, No. 37, September 12, 1917.

CONSECRATION OF THE NEW EDIFICE OF HOLY TRINITY HIGH SCHOOL.

The Holy Trinity Parish, organized in 1873, has for the past twenty years had as its pastor Reverend Casimir Sztuczko, ardent secretary of three Catholic congresses. The parish is comprised of several thousand souls, and conducts an eight grade school. Brother Peter, of the Order of Holy Cross, a man of wide views, deep education, and completely given to the educational profession, became the director of the high school.

Under his leadership the high school in a few years received recognition as a well conducted college and has acquired a well earned reputation of the educating of youth. Reverend Sztuczko, seeing the growth, decided to build a separate new building. He started the movement, which serves as a credit to the Polish architect Hipolit Hincz, and Polish professions. The construction was begun in 1916, in the form of a letter "D" fronting Cleaver street. It has a length of 165 feet and a depth of 125 feet; it has 35 class rooms of which each can accommodate 60 pupils, which means it can take care of 2,100 pupils. In the basement of the school is a hall with a beautiful stage, which can hold 1,500 persons. The entire building is centrally heated and

Narod Polski, Vol. XXI, No. 37, September 12, 1917.

is built of red-face brick, making a stately appearance. The entire cost of building comes to \$250,000.

The act of consecration was performed by several priests, the parochial committee, societies, foreign delegations, honored guests, and many thousands of the faithful crowd.

Narod Polski, Vol. XXI, No. 33, August 15, 1917.

RESURRECTION SISTERS' ACADEMY

To the few Polish institutions of learning for girls belongs the new Resurrection Sisters' Academy in Norwood Park, Illinois, built on an extensive and very beautiful land, near Chicago. This institution is exclusively for Polish girls whose aim is to be developed into prominent citizens, and managers of families with a soul Polish and religious throughout. This institution is conducted by the Sisters who, with devotion, are working for a national and social idea.

The plan of study comprises an elementary course, high school course, and a business course. The elementary course is the same as that in any well organized parochial school of eight grades. The high school course is a four year course. During this time, besides subjects given in every public high school in the English language, they also teach in the Polish language, religion, dogmatics, ethics, history of the church, Polish history,

Narod Polski, Vol. XXI, No. 33, August 15, 1917.

literature (acquainting the student with its masterpieces) and, at the same time, grammar and the science of style.

We must mention here that besides the subjects mentioned above, they teach violin, piano, organ, voice, and also give instruction in drawing. Practical things, indispensable to the future housekeeper and mother, are not omitted.

All kinds of games in the garden are contributing to the physical development of the girl students, and the walks in the meadows, fields, and nearby woods are not only healthy but supply material for natural studies which, when properly directed, teach love of nature.

Whereas material means are often the obstacle against which some of the noble impulses of our fellow countrymen are shattered, in order to enable as many of our Polish girls as possible to obtain a higher education, the institution has tuition fees as moderate as possible, in spite of the high cost of living that we have at the present time.



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We do not doubt that many Polish families will hurry to place their daughters in this institution, so moderately priced and practical in all respects, where, besides knowledge, they also put great stress and effort on their rearing. It is high time that the Polish women took their rightful position in social life over here and to accomplish this there is only one way - good rearing and education.

Whoever wishes more information can, either by letter, or personally, apply to the management: Resurrection Sisters' Academy, 5959 Talcott Avenue, Norwood Park, Illinois.

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Dziennik Zwiazkowy, Feb. 23, 1917.

A SHORT HISTORY OF THE FOUNDING OF ST. MICHAEL  
ARCHANGEL PARISH IN SOUTH CHICAGO

by  
Reverend Adolph Nowicki

(Conclusion)

At this time I cannot pass over in silence an amusing occurrence which took place at the time that we were building the school. When the foundation was scarcely laid a certain nightly explorer of lengths and widths arrived on the scene and began pacing off, with powerful steps, our very young basement, carefully counting each pace. "One hundred and twenty paces," he cries, "two hundred, three hundred, five hundred. People, in God's name, what are you doing! Is our rector building barracks or what? Who ever heard of constructing such a building for such a small parish?"

"What have you to say now, brother? Do we have a lot of extra space in our

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Dziennik Zwiazkowy, Feb. 23, 1917.

church? Or perhaps the school is too large?" Many people know how to dispense a lot of useless advice but when it comes down to really doing something they cannot be found. But that is enough about this. Where outside of heaven are there no "buts" and "ifs"?

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Dziennik Zwiazkowy, Jan. 11, 1917.

### SYSTEM OF ELECTIVE SUBJECTS INTRODUCED AT ALLIANCE COLLEGE

The Polish National Alliance College has undergone a complete change in its academic system. Up to the present the grade system was used. This means that the pupils were classified, and entered into specified grades, not according to their knowledge of particular subjects, but according to their average mental development.

This system was the cause of a great deal of dissatisfaction on the part of the students who did not want to or could not conform to the average standard of a given grade. On the other hand, students transferring to the college from American schools could not fit themselves into such a primitive and impractical system of education.

There were also other difficulties to solve; for instance, the Polish boys who were born and brought up here in America very frequently had but a scanty knowledge of the Polish language. For these boys the grade system

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was not only an inconvenience but, from a pedagogical standpoint, was very harmful. Let us suppose that a boy not knowing the Polish language and attending a local American school suddenly comes to the conclusion that he ought to learn the Polish language. He goes to the Alliance College, where he is enrolled in one of the upper grades on the basis of his knowledge of English subjects. Here the tragedy, if not actual comedy, begins. In the upper classes Polish literature and composition are taught, while this boy cannot even read Polish tolerably, not to mention orthography and grammar. The same thing happens with English subjects if the pupil does not happen to know English.

The elective system does away with the disadvantages of the grade system. Besides this, it brings in such elements of pedagogical value that sooner or later this system will become universal. This system is based, in the first place, on a thorough understanding of the psychology of the adolescent, in the second, on the needs of a democratic people and the idea of specialization in modern society.

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Dziennik Zwiazkowy, Jan. 11, 1917.

We know from the study of educational psychology that the mental development of one child differs greatly from that of another, that it possesses different qualities, has different interests and different aims. Each one of these minds represents a world in itself. Nevertheless the needs of a democratic society aim toward a certain mental level, a common ground, on which all the citizens of a given society can meet and work together toward the attainment of a mutual goal. On the other hand, the diversification of the needs of modern civilization and the progress of education constantly require more specialization in the chosen field, training for which must be begun practically in childhood.

Therefore, pursuing the lines indicated by education and life, practical pedagogy has produced an elective system. I wish to describe briefly the application of this system at the Alliance College. For exacting minds there are science courses; for lively and practical minds, business and technical courses; for the undecided there is a general course. Besides this, these courses are so arranged that a student can make a change at

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the very beginning, when he notices that he has made a mistake or when the need for such a change arises. Secondly, no student will be able to climb to the next rung of the ladder of education who has not been thoroughly prepared for it and who has not given proof that he is thoroughly familiar with the preceding steps and that he can lean back on them. That is why all promotions will be granted according to the subject, not from grade to grade. For example, a promotion in Latin will have no effect on a promotion in algebra or physics, and vice versa. In this way the student will be able to eliminate those subjects which do not conform to his ability, and should he fail through his own negligence he will see the justice of a system which punishes him only in the case in which he has been at fault. Thirdly, a certain number of academic subjects is absolutely required, others are elective. This characteristic trait of the system is the result of the need to give the pupils a social background on the one hand; on the other hand it answers the call of the people that the schools should give consideration to the future vocations and practical lives of future citizens. The fact that such subjects as Polish language and literature, English language

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and literature, Polish and universal history, mathematics and one of the sciences are required of everyone, indicates that this system has taken into consideration the things on which a democratic society wants to base its activities, that is, a certain mental standard and common ground for its citizens. Each of these subjects creates a point of meeting and at the same time constitutes a tool for producing this mental equality required by a democratic society. Nevertheless a democratic society, although it requires certain co-operative efforts from its citizens, for its own good is not despotic and does not use up all the energy of these citizens. This restraint of society in regard to its members is reflected in the school system. We see that many subjects are elective, which means that the student can guide himself not only by the needs of society, but by the needs of his own mind and future vocation or profession as well.

The choice of subjects is regulated in accordance with the purpose of the student. This purpose may be aimed at the distant or near future, it can be very practical or impractical. The purpose can even be the immediate

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earning of a livelihood upon leaving school. All these purposes can be justified by various students; it is even the duty of the school to help the students attain these aims. That is why the Alliance College has adopted a school system which, by allowing the students to choose from among elective subjects, satisfies the various aims and desires of the students, which their mental, economic, and psychological differences indicate.

This system will be especially beneficial to poor students, who not only will have the opportunity of obtaining an education, but will also be able to arrange their program of studies at the Alliance College in such a way that on leaving the College they will be able to earn a living while continuing their studies at American universities. This fact is of such great importance to poor students who are seeking an education that we wish it were as widely known as possible. With the inauguration of the present system at the Alliance College, no boy wanting to learn can complain against Polish society that it did not open the road to higher learning for him and help him along the way.

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In conclusion I wish to state that the elective system which has been introduced into our Alliance school is, thanks to the above-mentioned pedagogic values, the kind of system that the members of the Alliance had the right to demand, namely, a system having a certain amount of elasticity so that it can satisfy all the requirements of life as well as those of education, at the same time that it prepares future citizens for their social life and responsibilities.

(Signed) E. Dolewczynski

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Narod Polski, Feb. 10, 1915.

SILVER JUBILEE OF ST. STANISLAUS' COLLEGE

St. Stanislaus College in Chicago has been for a quarter of a century and will always remain one of our principal and most valuable educational and national centers here in America. It was founded in the year 1890 by the never-to-be-forgotten Reverend Vincent Barzynski with the co-operation of the former head of the Order of Resurrectionist Fathers, the late Valerian Przewlocki. The institution was originally located in St. Stanislaus' parish in Chicago, in a little frame building at the corner of Noble and Bradley Streets. The first rector of the College was the late Reverend Joseph Halter, a priest ardently devoted to the cause of the school and its generous guardian and father. The second rector from the year 1892 to 1895, was the Reverend John Piechowski, who later on became the venerable pastor of St. Hedwig's Church in Chicago. The rector who followed Father Piechowski was the Rev. John Kruszynski, who deserved well of the institution and was in charge of it from 1895 to 1906.





Narod Polski, Feb. 10, 1915.

Thereafter the late Reverend John Kosinski was named rector; he held office until 1909 when the present rector the Reverend Ladislaus Zapala, took charge.

A residential college, that is a boarding school, was established in 1899, and at that time the college was removed from the old building in St. Stanislaus' parish to a new building on Division street, where it still remains. Here the residential college was established according to the system employed in the highest institutions of learning. From this time on the students could not only attend classes, but could also live in the college building and get full benefit of the gymnasium, the college library and other facilities; and most important of all, they remain under the supervision and guardianship of their superiors. We are assured by the testimonials of eminent pedagogues that the sleeping rooms, the class-rooms, and the study-rooms are arranged in exemplary fashion and have good ventilation; the fare is wholesome and plentiful. Besides the regular studies, gymnastics and physical training are compulsory and are systematically conducted. During the incumbency of the late Reverend John Kosinski the task of improving and developing the college was projected on a large scale. The Reverend Father Kosinski promoted it with zeal and efficiency, and it is no wonder that his industry has been crowned with success and has received general recognition.

The College now has a permanent course of study and an improved school program which are equal to those of any English educational institution of the same rank.



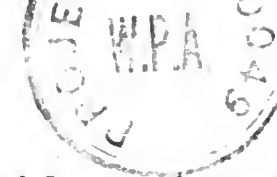


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Thanks to the continual efforts and the conscientious labor of its directors, St. Stanislaus' College reached so high a level of quality and efficiency that His Excellency Archbishop Quigley named it among the best high schools in his extensive archdiocese. During these years the number of students has shown a notable increase, and our entire community desires to see the expansion of this useful institution of learning. Credit for his real and lasting service should be here accorded to the Reverend Father Kosinski. Chief among those who have recognized the fundamental importance of this institution is the first Polish bishop in America, His Excellency the Reverend Paul P. Rhode. One should mention here in passing that when the State of Illinois revised the statute which regulates the Charters of higher educational institutions, the late Father Kosinski recognized the importance of this measure and obtained for St. Stanislaus' College under the terms of the act all university privileges as to the course of study and the granting of academic credits.

And finally, our College has gained recognition of its diplomas by the Gregorian University in Rome and also by the educational authorities of the State of New York. It is only proper to mention here the constant striving of the administration for improvement, and the study program and the management of the institution are steadily approaching perfection. A business course has been established and a laboratory has been installed. Collections of various sorts have been accumulated, and private rooms and cabinets have been built.

Narod Polski, Feb. 10, 1915.



Today this Polish College in its equipment is inferior to no similar institution. Our school's program is expressed in outline as follows: "The duty of the school is to foster and systematically to develop in the younger generation the consciousness of national origins, thereby leading the mind, the heart, and the will in a national direction; and since the good qualities of our country are ardent love of the fatherland and devotion to it, the love of our elders and worship of the traditions of our fathers, therefore the exaltation and the magnification of these virtues are the prime constituents of national education. "The teaching of religion in the native tongue, a custom of which St. Stanislaus' College is a guardian and fervid defender, the teaching of the Polish language, full of charm in sound and construction, the teaching of literature with constant emphasis on the sacred idea of love of the fatherland, the teaching of Polish history, so rich in records of the deeds of our forefathers, the arrangement of national celebrations, the remembrance of illustrious historical places and events, the preservation of patriotic songs and of national customs and practices, and the reading of Polish literature, - here are the reading of Polish literature, - here are the elevating influences, the ways and means of inspiring patriotic emotions in youth.

Having for its watchword service for God and the fatherland in the Catholic spirit, and likewise in a spirit sincerely filled with love for all that is Polish, this institution for the education of our Polish youth born here in a foreign land endeavors to instill in them attachment to our national traditions and affection for them and for our native history, - for everything that is of Polish origin!" The educational program of St. Stanislaus' College corresponds in its details to that of English institutions in general of equal rank in this country.

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Dziennik Zwiazkowy, Aug. 10, 1913.

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IN DEFENSE OF THE TRUTH

For some time the rumor has been circulated that Holy Trinity High School's diplomas have no actual value, and that youths graduated from this school cannot be admitted to a university.

So far the Holy Trinity High School only issues diplomas to students taking up business courses, and as to the value of these diplomas, we refer to our alumni, A. Bartnicki, J. Uczciwek, J. Goderski, W. Sachman, and T. Kluczewski. As an evidence that Holy Trinity High School diplomas are recognized by universities, we quote the letter addressed to us by the president of the University of Notre Dame, one of the most famous institutions of its kind in the United States.

Notre Dame, Ind., Nov. 4, 1912

Brother Peter, C.S.C.  
Holy Trinity High School, Chicago, Ill.

My dear Brother Peter:

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Dziennik Zwiazkowy, Aug. 15, 1913.

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I am pleased to know that the Holy Trinity High School of Chicago is thoroughly organized and equipped for high school work and that its curriculum covers the usual program of the preparatory course of four years. It gratifies me to assure you that the University of Notre Dame will recognize the credits given by your high school and that we will admit to our freshman year, without examination, all of your graduates who have completed the four years of high school work in your school.

Very sincerely yours,

John Cavanaugh, C.S.C.  
President

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Those who are spreading false rumors evidently meant to harm our school.

Information about tuition or about the validity of our school's diplomas will be gladly given to those who will apply to Brother Peter, C.S.C., director of the Holy Trinity High School, Division and Cleaver Sts., Chicago.

Narod Polski, Vol. XVI, No. 33, August 14, 1912.

POLISH BUSINESS COLLEGE

St. Stanislaus College will open a so-called business college next September. It will be a two-year day and night course. The course will consist of book-keeping, stenography, business geography, typing, commercial law, mathematics, religion, and Polish language. These subjects will be taught by specially engaged teachers. The course will open on September 9, and at the same time an evening course will open for those who are occupied during the day.

The diploma issued upon graduation entitles the student to entry into various business institutions, industrial plants, banks, business houses, etc. With this diploma it is much easier to find employment, even in city and government administration bureaus. These courses will enable our youth to receive a business training at a nominal cost.

Reverend W. Zapala, rector of the college, should be congratulated for his practical idea, which will be of benefit to our young people.



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Narod Polski, Vol. XVI, No. 25, June 19, 1912.



## REPORT OF BUILDING COMMITTEE OF THE NEW ST. STANISLAUS COLLEGE IN CHICAGO

We receive the following correspondence: In the matter of building a new suitable structure for the Polish St. Stanislaus College in Chicago, and to raise this college to the position of a first class truly Polish and truly Catholic institution of learning, a citizens committee was formed in the year 1908 at Chicago, whose honorary president became His Excellency Rev. Bishop Paul P. Rhode, and the active president, Mr. John F. Smulski, president of the Polish bank in Chicago.

With the aim of establishing the important work a charter was procured on Dec. 4, 1908, from the State Government at Springfield, Illinois, and collections have gotten under way first for the purchase of a suitable place for the college.

In conformity with the requirements of modern schools, which require for higher schools not only lecture rooms but also a laboratory, library, reading room, a place for work and practice of physics and also healthy dormitories, the building committee has chosen as a most suitable location



Narod Polski, Vol. XVI, No. 25, June 19, 1912.



for the college a spacious and beautiful ground in Avondale.

This ground on Milwaukee Avenue has perfect communication with the main Polish sections and with the center of the city and extends at the south from West School Street north to Roscoe Street, occupying three blocks between these streets from North Harding Street to North Hamlin Street.

The building committee purchased this ground for the sum of \$44,000. Considering the size and location it is very moderately priced.

To cover the purchase price, the treasury has received the lump sum of \$16,373.43 realized from contributions and tag day's receipts.

Above that many priests and citizens subscribed a quota of about \$8,000 which can be collected in a short time.

In this way, as initial payment on purchase of the ground for the new Polish college in Chicago, for the sum of \$44,000 the committee had in ready cash \$16,373.43, so that the rest of the sum, \$27,626.57, had to be paid immediately by private loan.





Narod Polski, Vol. XVI, No. 25, June 19, 1912.

This loan amounting to \$27,626.57 must be paid without delay in order to make it possible to draw a first mortgage loan, a considerably sum is necessary for the building of the structure, a loan on convenient amortized payments, in other words, a debt amortizing in a course of time.

The plans for the new structure are already completed and according to these plans, there will rise a beautiful structure with all accommodations and bringing honor to all of the Poles.

Having therefore acquired the ground, the plans completed and having already paid on the initial sum of the purchase price, \$16,373.43, the building committee presents the indispensable necessity to pay off the balance, \$27,626.57, in as short a time as possible, so that we can begin building.

John F. Smulski, President.

Rev. W. Zapala, C. R., Cashier and Secretary.

Rev. John Kosinski, C. R.

Rev. Francis Wojtalewicz.

Rev. Andrew Spetz, C. R.

Committee.

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Bicz Bozy, Vol. IV, No. 17, April 21, 1912.

### TELEGRAMS

Philadelphia, Pa. - Not long ago there was a report made that one of our Polish students, who was taking a higher course in one of the parochial schools, succeeded in signing his name without any assistance. This very important act was verified by our Chicago stupefier, Dziennik Chicagoski, stating that the parochial schools are not as bad as reported.

On account of that great discovery, a very careful investigation was made in order to determine if there are any more such pearls among our parochial students. The investigation failed to find another one. Evidently it was only an accident.

Some of the students are able to make straight and curved strokes; others can make the loops, while the advanced classes can make whole letters; some of them even know the whole alphabet, but all of them know how to say prayers.

Professor Zapala will soon prepare a pedagogical dissertation on the super-

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Bicz Bozy, Vol. IV, No. 17, April 21, 1912.

iority of parochial schools over the public institutions, using this incident as an example.

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POLISH

Dziennik Zwiazkowy, Dec. 12, 1911.

### POLISH SCHOOLS IN AMERICA

The article entitled "Challenge" looks more like an ardent appeal from a true son of Poland than a challenge. From the article one can see that Mr. Promyk, a member of the Polish National Alliance, takes an active and serious interest in the very important problem of Polish schools in America. All of our brother countrymen who have the welfare of the Poles in America at heart, should be interested in this vital problem. Let us remember that if we neglect this worthy and noble matter, our enemies, the Irish and Germans, will gain! Our negligence and apathy encourage them to reap benefits for themselves. We quarrel and quibble, while they clap their hands with joy, because when we are disunited and powerless, they can more easily keep us under their yoke, slandering us in the papers as a nation that is restless, quarrelsome, and dissolute.

That is why my sole dream and sincere hope is that there may be understanding among the various factions, resulting in a union under one



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Dziennik Zwiazkowy, Dec. 12, 1911.

unconquerable banner, the United Polish National Alliance. Individual work will not be successful, therefore, we must all work together, 3,000,000 Poles, in order to be successful. We should unite sincerely and openly, so far as nationalism and religion are concerned, because otherwise we shall continue to be suspicious of each other, on either nationalist or religious grounds.

Mr. P. Promyk, a representative of the Polish National Alliance, expresses the aims of the Alliance clearly and sincerely, saying: "We members of the Alliance want to proceed toward our goal under the guiding star of our forefathers, that is, the Roman Catholic faith." That is very nice! We feel that we are working in the same field, and that we will harvest and taste the same crops! May God bless our aspirations so that we may turn our hopes into realities.

History teaches us that our geniuses like Mickiewicz and others, who came under the influence of Towianski [Polish philosopher], themselves fell prey

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Dziennik Chicagoski, Dec. 12, 1911.

to their imaginations. They could have written ten times as much as they did, because at that time they were in their period of greatest strength and inspiration, if they had employed their talents in a purely literary field and left mystic philosophy to others.

Let us look at the modern cults of Kozlowit or Maryawit. Doesn't this philosophy help the Muscovite plan? The Russian government is protecting Polish provocateurs because the lack of religious unity can ruin, crush, and annihilate us nationally, that is as a Polish nation.

Frequent disputes arise in our parishes between the priest and the people, and society in general suffers. As a result of these disputes, many parties are formed, that are hostile to faith as well as to the nation. Following the decree of the Pope, the priests who have quarrels, rebellions, or disagreements in their parishes, should resign, for their own good and especially for the good of the people.

After all we know from experience that such a priest can have no good influence

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on the rebellious people. They will not support him nor will they go to church, and therefore does he not become a burden on himself and the people? Is he not often the cause of disgrace and scandal? Irish bishops don't hurry to remove such priests because if they don't, they remain the masters of the situation. If the members of the clergy were to live together in union and harmony, doubtless the Irish bishops would have to take our people into consideration, but unfortunately we ourselves quarrel, are jealous, try to destroy each other, and go to the bishop with tales about each other! And what do the bishops do about it? They say bring us more such tales because they make a good rope for your necks. Often when parishoners go to their bishop with complaints about their priests, he comforts them by saying "I know he is a rascal." This is the opinion of the rector who does not want to transfer and does not want to lose a comfortable living, preferring to be a burden upon himself and the people.

Why am I so concerned about this single entity, this oneness, this union of the Polish clergy and people? It is because I see in this union progress for us, development, well-being, and the preservation of our

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Dziennik Zwiazkowy, Dec. 12, 1911.

language! Otherwise we will perish in the great sea of Americanization. How can we progress on the road toward enlightenment, and how can we preserve our Polish language? We can do it in this way: if we were united under the single banner of the Polish National Alliance, we could send a delegation consisting of one priest and one member of the Alliance to all the parishes, to visit our countrymen. This delegation would truly fulfill a religio-nationalistic mission. The purpose of this mission would be to arouse the apathetic Polish masses. The duty of the priest on this mission would be to preach a religio-nationalistic sermon, to exhort the people to join a United Polish National Alliance; the duty of the member of the Alliance would be to call the people together and address them in a patriotic speech, to encourage the people to unite where they are divided. In this way there would not be a single Polish man or woman who would not be a member of the Polish National Alliance.

The Polish people have not forgotten their sacred duties toward God and country. Such a delegation, I believe, would be welcomed in every parish

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both by the local rector and the people. Such a religio-nationalistic mission would have great bearing on the conditions in some of our parishes, where battles rage, blood is shed, and quarrels continue between the rector and the people.

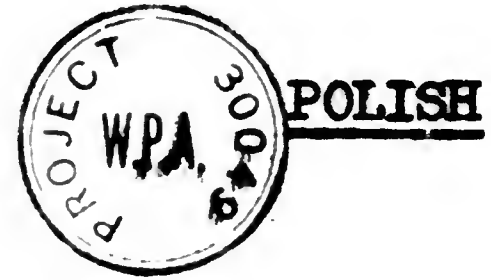
One year of such noble work would bring greater benefits in every respect, religious, national, social, than twenty-five years of useless blaring of the loudmouths. If we want to turn this dream into a reality we must inspire the Censor of the Polish National Alliance, to offer his hand in the name of the eighty thousand members of the Alliance, to Bishop Paul Rhode. These two men in the name of 3,000,000 Poles, will form one great organization from which the blessings of unity, harmony, love, enlightenment, brotherly help, etc., will come to all the sons of unfortunate Poland.

Now, feeling that I have presented my plan clearly, I turn to my answer to the article "Challenge". Mr. Promyk states: We members of the



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Alliance do not wish to oust religion from the schools, since religion is the elevating element of nations, then why do some people call us atheists, enemies of the Catholic church etc.

Just as many members of the Alliance, Catholics in name only, attack the church, school, and priests in the name of the Alliance, so many quasi-priests have on their lips only such epithets as cow, pig, numbskull, idiot, atheist, etc. No intelligent person should take these rascally names to heart; they are more appropriate to the streets of Warsaw than to the church's pulpit. Next, nicknames such as atheist, numbskull, etc., do not issue from the pastors who know how to respect their little lambs but from the shepherders or hired men, who do not care for their sheep. People of this type are not the clergy as seeds, but individuals as chaff.

Mr. Promyk demands the separation of material things from things of the spirit, in other words deed the property of church, schools, rectories



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to us the parishoners. This division under present conditions is absolutely impossible. To demand today such a division or the deeding of the property to the parishoners would be in other words to demand bloodshed, departure from faith, storms etc. We priests must obey the bishops regardless of who they are, Irishmen, Germans, or Poles. We Poles alone without the support of other nations, Germans, Frenchmen, Slavs etc. cannot raise a rebellion against Irish bishops, and even if these were to resign, then we would reap tears rather than sweet fruit. Why? For this reason. The French people and the German people stand squarely behind their priests and as enlightened peoples, knowing clearly the aim of this struggle they would enter it with conviction and would doubtlessly emerge victorious. Our people on the other hand are good, honest, full of faith, but unfortunately lacking in enlightenment and what is most important, conviction, and for this reason were they to be aroused today they might shout "Hosannah, Polish clergy, protector of our hard earned money," and tomorrow they would cry even more strongly; "crucify these parasites, these leeches of the poor people."

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In this way instead of pouring ourselves into one mold, we would scatter ourselves into hundreds of camps, from which neither the church nor the Polish National Alliance would receive any benefit. There would arise lamentable chaos, bloodshed, court trials etc. as took place in Warsaw after the Japanese war.

Let us suppose that the church, school, and rectory are deeded to the parishoners, do you my dear Alliance members believe that we would be taking a step on the road of progress, or that we would enjoy peace in the parish? Never! In practically every Parish there are two or more factions, of which one is for the priest, and the other against him. Would not such a division lead to murder?

Therefore, we can see from this, that the proposed division would bring us no good, and would be the cause of disruption, weakening, demoralization etc. In view of the above facts, dear people, do not fight with the Irish bishops for property, because under the present conditions to

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want to regain the property means to weaken yourselves, to divide yourselves, and to lower yourselves in the eyes of the Americans, We can be certain at the outset that our enemies will not gain a penny from our property, because they are the guardians of this property, and not the owners.

We should exert our power and abilities, to educate Polish children in their native tongue, because they will form the pillars of future Poland. If we should lose our national identity, then we ourselves would be handing over our property voluntarily to the Irish and the Germans.

Our problem today is to work among the masses, stir them, and exhort them to join the Polish National Alliance. When our masses begin to develop, become enlightened, understand the purpose of the struggle for property, then they will fight with conviction and will surely win; because to fight today is like attacking the sun with a broom.

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We are attempting inappropriate and actually harmful work! Let us build schools beside every church, even if these should be connected with bloodshed! Dear compatriots we will not attain the aims set forth by the Polish National Alliance by fighting priests and bishops, but by means of enlightenment, which has its roots in the schools.

(Signed) Reverend from New England.